

Critical Concepts7.2A Non Fiction Lesson Plans

Skill Focus: CC.7.3A – Analyze the interaction between individuals, events, and ideas in a text.

Vocabulary Word Bank: analyze, idea, identify, influence, interaction

November Lesson Objectives

- SWBAT identify individuals, events, or ideas in a text and explain their interactions.
- SWBAT analyze how an individual's beliefs/actions, an event, or an idea influences other elements of the text.
- SWBAT use academic vocabulary (analyze, idea, identify, influence, interaction) accurately in discussion and writing.

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)

- *History of the Curse of the Bambino* – mbcports.com
- *Cultural Influences on Trend Forecasting* – Author Unknown
- *Free Speech, Personified*
- *Norman Rockwell's Inspiring and Enduring Painting* – Bruce Cole
- *The Space Race History* – TheSpaceRaceHistory.com

Graphic Organizer: Citing Evidence Refer to your Educational Epiphany Critical Concepts

Binder: Graphic Organizers Tab: CC 7.3A-1-6 (pages 37-60 in the Graphic Organizers Tab)

I Do (Teacher Model – 15 mins)

Text: “National Hispanic Heritage Month 2012: A Proclamation by the President of the United States of America”

Steps:

1. Distribute CC 7.3A-(event-focused organizer)
2. Review the word bank:
3. Teacher Read-Aloud

Teacher Think-Aloud: (model filling in the graphic organizer as you follow the think alouds)

- “I notice that this article is about the Boston Red Sox selling Babe Ruth, which caused decades of losing seasons. That’s clearly an event, so I’ll use the event-focused organizer.”
- “Next, I analyze the event: the trade removed a talented player, changed team morale, and frustrated fans. That’s the analysis of the event.”

- “Finally, I ask: how did this event influence ideas in the text? The article explains it influenced the idea of a ‘curse’ affecting the team’s success. That’s the interaction between an event and an idea.”

Sample Student Response:

- Event: Sale of Babe Ruth to the Yankees
- Analysis of Event: Removed a star player, decreased morale, angered fans
- How Event Influenced Idea: Created the concept of the Red Sox “Curse of the Bambino”

We Do (Guided Practice – 20 mins)

Text: *Cultural Influences on Trend Forecasting*

Step 1: Students read first two paragraphs aloud.

Step 2: Discuss which organizer to use (idea-focused).

Teacher Think-Aloud:

- “This text focuses on how cultural trends shape forecasting methods. That’s an idea, so we’ll use the idea-focused organizer.”
- “What are the main principles of the idea? The text says trends are influenced by fashion, music, and technology. That’s our main principle box.”
- “How did the idea influence an event? The text gives an example of a fashion company launching new designs based on these trends. That shows the interaction.”

Step 3: Guide students in filling out CC 7.3 (idea-focused organizer)

Sample Class Organizer Response:

- Idea: Cultural trends influence forecasting
- Main Principles: Trends driven by fashion, music, technology
- How Idea Influenced Event: Led fashion companies to create products anticipating trend

You Do with Partner (Collaborative Practice – 30 mins)

Text: *Free Speech, Personified*

Step 1: Have all 3 organizers available to students (individual, event, ide- focused)

Step 2: Partners decide whether the text focuses on an individual, event, or idea (individual-focused).

Step 3: Be sure students select the correct organizer to complete, if they choose wrong guide them to the correct choice, with questioning and pointing out details from the text.

Step 4: Partners work together to complete the organizer

Teacher Think-Aloud (circulating):

- “I see the text personifies Free Speech as a character. Let’s identify who is acting and what beliefs or actions they take.”

- “Notice that Free Speech is standing up to censorship. How does that influence the ideas in the text? It encourages citizens to value and exercise their rights.”
- “Talk with your partner, and make sure both of you record the interaction and evidence.”

Sample Partner Response:

- Individual: Free Speech
- Individual's Beliefs/Actions: Advocates for expression and challenges censorship
- How Individual Influenced Idea: Promoted the importance of citizens' rights to speak freely

You Do Independently

Text: *Norman Rockwell's Inspiring and Enduring Painting*

Step 1: Student chooses organizer (idea-focused).

Teacher Think-Aloud: (use to scaffold for struggling students/small group instruction if needed)

- “Rockwell's paintings communicate ideas about American life and values. I'll analyze what the main principles of his ideas are—patriotism, community, and everyday heroism.”
- “Then I ask: how did these ideas influence events? The paintings inspired campaigns and posters during wartime, encouraging public participation.”
- “Use the same process to fill in your organizer for your independent practice.”

Sample Student Response:

- Idea: American values and heroism
- Main Principles: Patriotism, community, everyday heroism
- How Idea Influenced Event: Inspired campaigns and posters during wartime

Turning Graphic Organizers into Writing Responses

Each of the sample responses models turning our graphic organizers into complete paragraph responses

1. **Analysis sentence** (**explicit** + **inference** blended)
2. **Text evidence** (direct quote)
3. **Explanation of how evidence supports the analysis**
4. **Closing insight**

I Do (Teacher Model – Claiming Health: Front-of-Package Labeling of Children’s Food)

The text explicitly states that many popular children’s foods are marketed as healthy by using front-of-package claims, and from this I can infer that food companies are trying to make unhealthy foods appear more nutritious than they really are. The author supports this with evidence, explaining that packages highlight phrases like “whole grain” or “contains vitamins” even when the food is loaded with sugar and fat. This shows how marketing can be misleading to parents and children who want to make healthy choices.

We Do Model Paragraph (The National Industrial Recovery Act)

The text explicitly states that the National Industrial Recovery Act was created to stimulate economic recovery during the Great Depression, and from this I can infer that the government believed stronger regulations were necessary because businesses could not fix the economy alone. The article explains, “It authorized the President to regulate industry and permitted industries to draft codes of fair competition.” This evidence shows that leaders thought government involvement was the key to stabilizing the economy. By combining what the text says directly with reasoning, we can understand both the stated purpose of the Act and the belief behind it.

You Do with Partner Model Paragraph (*Teens on Twitter: They’re Migrating Sometime for Privacy* by Martha Irvine)

The article explicitly says that some teenagers are leaving Twitter to avoid the eyes of parents and teachers, which suggests that teens value their privacy and prefer social media spaces where they feel less supervised. The author supports this by noting, “Many teens are shifting to apps like Instagram and Snapchat, where they feel they have more privacy.” This shows that young people are making choices about technology not only based on popularity but also on how safe and independent they feel. The explicit statement and the supporting evidence together reveal that privacy is a major reason why teens choose certain online platforms.

You Do Independently Model Paragraph (*Fashion Bullies Attack – In Middle School* by Vanessa O’Connell)

The text explicitly states that middle school students are often teased because of the clothes they wear, and this implies that fashion acts as a way to create social status and can lead to bullying or exclusion. For example, the article explains, *"Students report being labeled 'out of style' or 'cheap' if they don't wear certain brands."* This evidence shows that students use clothing as a way to rank and judge each other, which can hurt those who cannot or choose not to wear certain labels. By connecting the explicit information with an inference, we see that fashion is more than style—it can be a source of peer pressure and conflict in schools.