

Critical Concepts 7.5B Literary Lesson Plans

Skill Focus: CC.7.5B – Analyze how a drama’s or poem’s *form or structure* contributes to its meaning.

Vocabulary Word Bank: contribute, meaning, structure

January Lesson Objectives

- SWBAT identify the form or structure of a drama or poem.
- SWBAT explain how elements of form/structure contribute to meaning.
- SWBAT support their analysis with textual evidence.

Non-Fiction Texts Suggestions for January (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)

- *A Doll’s House (excerpt)* – Henrik Ibsen
- *Trifles (excerpt)* – Susan Glaspell
- *The House of Life* – Ella Wheeler Wilcox

Graphic Organizer: Citing Evidence Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 7.5B (pages 109-112 in the Graphic Organizers Tab)

I Do (Teacher Model – 15 mins)

Text: *A Doll’s House* (excerpt, Henrik Ibsen)

Steps:

1. Distribute CC7.5B graphic organizer.
 2. Review vocabulary:
 3. Read the text aloud.
 4. Display the organizer on smartboard. Model completing the organizer, using the teacher think alouds as you go
- **Teacher Think-Aloud (model):**
 - “First, I identify the type of work: this is a drama. I know because it uses dialogue and stage directions.”
 - “Now, I analyze the structure. The form of a drama means ideas are shown through conflict between characters. In this scene, Nora’s words highlight her frustration.”

- *"This structure contributes to meaning because the conflict between Nora and her husband shows the author's point of view—that women are often confined by social expectations, and Ibsen wants to challenge those roles."*

Sample Student Response (I Do):

- Title: *A Doll's House*
- Type: Drama
- Analysis of Structure: Uses dialogue and conflict to show ideas.
- Contribution to Meaning: Conflict between characters highlights the author's point of view that women face limitations in marriage and society.

We Do (Guided Practice – 20 mins)

Text: *"Trifles"* (excerpt, Susan Glaspell)

Steps:

1. Read the text, alternating between teacher and student reading for the courtroom dialogue
2. Together fill in the organizer
3. **Teacher Think-Aloud:**
 - *"Let's check the type of work: drama again, because there are stage directions and character dialogue."*
 - *"The structure shows women noticing small domestic details while men dismiss them as 'trifles.'"*
 - *"This form contributes to meaning because Glaspell distinguishes her position—that women's observations matter—by contrasting them with the men's dismissive view."*

Sample Class Organizer Response (We Do):

- Title: *Trifles*
- Type: Drama
- Analysis of Structure: Dialogue and stage directions highlight difference between men's and women's perspectives.
- Contribution to Meaning: Women's observations solve the case, showing the author's point of view that women's experiences and voices should not be ignored.

You Do with Partner (Collaborative Practice – 30 mins)

Text: *"The House of Life"* (Ella Wheeler Wilcox)

Steps:

1. Pairs read the poem together.
2. Partners read one stanza aloud.
3. Partners highlight rhyme scheme, repetitions, & number stanzas, .
4. Teacher circulates and uses questioning:
 - *"What type of work is this—poem or drama? What features tell you that?"*

- "What is the poem's structure—stanzas, rhyme scheme, repetition?"
- "How does that structure contribute to the meaning or point of view?"

Sample Partner Response:

- *Title: The House of Life*
- *Type: Poem*
- *Analysis of Structure: Written in stanzas with consistent rhyme and repetition of "life" imagery.*
- *Contribution to Meaning: The repetition emphasizes the author's point of view that life is a journey shaped by both joy and sorrow. The structure distinguishes her hopeful perspective from others who may see life only as struggle.*

You Do Independently

Student Choice Text: Teacher assigns either *A Doll's House*, *Trifles*, or *The House of Life* (whichever was not used in their I Do/We Do/Partner work).

Task: Students complete CC 7.5B graphic organizer for the article,

- Students read excerpt quietly.
- Fill out organizer independently.
- Teacher circulates to support.
- Think-Aloud (for struggling readers):
 - "Remember—first identify the type: poem or drama. Then ask, how does its structure—dialogue, stage directions, rhyme, stanzas—help show the author's view? Finally, explain how that structure contributes to meaning."

Sample Student Response (Independent, alternate Trifles excerpt):

- *Title: Trifles*
- *Type: Drama*
- *Analysis of Structure: Contrasting dialogue between men and women.*
- *Contribution to Meaning: The author uses contrast to emphasize her point of view that women's insight reveals truth often overlooked by men.*