

Critical Concepts 7.7B Text Structure

Literary Lesson Plans

Skill Focus: CC.7.7B – Compare and contrast the experience of reading a story, drama, or poem with listening to or viewing an audio, staged, filmed, or multimedia version of the text. Analyze the techniques unique to each medium.

Vocabulary Word Bank: medium, technique, effect, similarity, difference, staging, imagery, interpretation

March Lesson Objectives:

- **SWBAT** describe the experience of reading a story, drama, or poem.
- **SWBAT** describe the experience of watching, listening, or viewing a staged/filmed/multimedia version.
- **SWBAT** analyze techniques unique to the written and performed versions.
- **SWBAT** compare and contrast how these techniques shape meaning.

Fiction Texts Suggestions for March (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)

- *The Outside* – Susan Glaspell (text)
Media: Staged performance (YouTube or archive recording)
- *O Captain, My Captain* – Walt Whitman (text)
Media: Audio recording (read by actor or Whitman reading reenactment)
- *The Canterville Ghost* – Oscar Wilde (text excerpt)
Media: Film adaptation (public domain version)
- *The Little Match Girl* – Hans Christian Andersen (text)
Media: Short animated film adaptation

Graphic Organizer: Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 7.7B pages 133-136

I Do (Teacher Models)

Text: *O Captain, My Captain* – Walt Whitman

Media: Audio recording (read by an actor)

Steps & Teacher Think-Alouds:

1. Read poem aloud with students following in their text.
 - **Think-Aloud:** “When I read this silently, I notice Whitman’s imagery – phrases like ‘the bleeding drops of red’ make me pause and picture Lincoln’s death. On the page, I control the pace, and I can reread to really take in the sorrow.”
2. **Play the audio version.**
 - **Think-Aloud:** “Listening, I notice how the speaker’s tone and pauses change my experience. The grief feels heavier when the words are stretched out and spoken with emotion. The delivery makes the sadness almost physical.”
3. Model filling the organizer:

Sample Organizer Response (I Do):

- **Reading Experience:** The poem feels solemn and reflective; the imagery of blood and the fallen captain creates a sense of mourning.
- **Listening/Viewing Experience:** The audio performance makes the grief more intense; the pacing, pauses, and vocal tone deepen the emotion.
- **Written Technique:** Imagery and extended metaphor (“captain” as Lincoln) allow readers to reflect and interpret slowly.
- **Similarities:** Both versions express deep grief and admiration for Lincoln’s sacrifice.
- **Multimedia Technique:** Vocal tone, rhythm, and pauses emphasize sorrow in ways silent reading cannot.

WE DO (Guided Practice)

Text: *The Outside* – Susan Glaspell

Media: Staged performance clip

Steps & Teacher Think-Alouds:

1. Read excerpt aloud in class.
 - **Think-Aloud:** “On the page, the dialogue feels tense, and I notice the short, sharp exchanges. It makes me wonder about the unspoken conflict.”
2. Play staged performance clip.
 - **Think-Aloud:** “Watching the actors, I see their body language and hear their voices. A line that seemed flat in print is suddenly angry or sorrowful. The staging changes my understanding of the tone.”
3. Class completes organizer together.

Sample Organizer Response (We Do):

- **Reading Experience:** Tense and serious; the dialogue reveals conflict but leaves much to the imagination.
- **Listening/Viewing Experience:** More immediate and emotional; gestures, facial expressions, and pauses make the conflict clearer.
- **Written Technique:** Dialogue and stage directions hint at tone and tension but require inference.
- **Similarities:** Both versions show emotional distance and pain between characters.
- **Multimedia Technique:** Acting choices (delivery, movement, facial expression) highlight emotions and intensify the drama.

You Do (With a Partner)

Text: *The Canterville Ghost* – Oscar Wilde

Media: Film adaptation

Partner Steps:

1. Partners read excerpt together.
2. Watch a short film clip.
3. Work with partner to complete the organizer.
4. Teacher circulates and prompts:
 - “What details made you laugh in the text? Did the film use the same techniques?”
 - “How did the movie exaggerate or change the humor?”

Sample Partner Response:

- **Reading Experience:** Witty and satirical; Wilde’s descriptive language makes the ghost’s failure humorous.
- **Listening/Viewing Experience:** Comedic and exaggerated; costumes, sound effects, and timing make the ghost seem silly.
- **Written Technique:** Satire and wordplay create humor through irony and clever description.
- **Similarities:** Both present the ghost as laughable rather than frightening.
- **Multimedia Technique:** Costumes, visual gags, and sound effects heighten the comedy and appeal directly to the audience’s senses.

You Do (Independent Practice)

Text: *The Little Match Girl* – Hans Christian Andersen

Media: Animated short adaptation

Independent Steps:

1. Students read text silently.
2. Watch short animated film.
3. Students complete organizer on their own.

Sample Student Response (Independent):

- Reading Experience: Sad and reflective; imagery of the cold night and the girl's visions create deep sympathy.
- Listening/Viewing Experience: More heartbreaking; the animation shows her frailty and the music makes the tragedy immediate.
- Written Technique: Descriptive imagery and symbolism (the matches as hope) allow readers to interpret meaning at their own pace.
- Similarities: Both evoke strong sympathy for the girl and highlight poverty and loss.
- Multimedia Technique: Visuals and music intensify emotion, showing suffering directly rather than leaving it to imagination.