

Critical Concepts 7.7A Text Structure

Non Fiction Lesson Plans

Skill Focus: CC.7.7A – Compare and contrast a text to an audio, video, or multimedia version of the text. Analyze each medium’s portrayal of the subject.

Vocabulary Word Bank: compare, contrast, medium, portrayal, subject, analyze

March Lesson Objectives:

- SWBAT identify the subject of a text and its media version.
- SWBAT compare and contrast how a subject is portrayed in written, audio, and video formats.
- SWBAT analyze the strengths and limitations of each medium in shaping understanding.
- SWBAT use academic vocabulary (compare, contrast, medium, portrayal, subject) in discussion and writing.

Non-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)

- *Ask Not What Your Country Can Do for You* – John F. Kennedy, Inaugural Address (text)
Media: Video recording of JFK’s inaugural address (Jan. 20, 1961 – National Archives/YouTube)
- *If I Had Sneezed* – Martin Luther King Jr. (text excerpt)
Media: Audio recording of MLK delivering the “If I Had Sneezed” portion of his 1968 speech
- *Farewell to Baseball* – Babe Ruth (text excerpt)
Media: Archival video/audio of Babe Ruth’s farewell speech at Yankee Stadium (1939)
- *The Queen’s Tribute to Princess Diana* – Queen Elizabeth II (text excerpt)
Media: BBC video broadcast of the Queen’s speech following Diana’s death (1997)

Graphic Organizer: Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 7.7A pages 129-132

I Do (Teacher Models)

Text: *Ask Not What Your Country Can Do for You* – JFK

Media: Video of JFK delivering his inaugural address

Steps & Teacher Think-Alouds:

1. Distribute organizer and project it on smartboard.
2. Read first part of the written text aloud.
 - Think-Aloud: "Here, JFK's words on the page sound formal, inspiring, and patriotic."
3. Play video clip of JFK delivering the same section.
 - Think-Aloud: "Hearing JFK's voice and seeing his delivery adds emotion—his tone, pauses, and emphasis make it more powerful than text alone."
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4. Model filling in the organizer while pausing during the read aloud:
 - Subject: JFK's call for civic duty
 - Text portrayal: Inspiring words, formal language, structured phrases.
 - Video portrayal: Strong delivery, confident tone, crowd reactions add weight.
 - Similarities/Differences: Both portray patriotism and duty, but the video amplifies emotion through voice and presence.

Sample Organizer (I Do):

- **Subject:** Civic duty and national service
- **Text Portrayal:** Formal, structured, patriotic language
- **Video Portrayal:** Adds tone, rhythm, and visual presence to inspire the audience
- **Similarities/Differences:** Both inspire duty; text is powerful but video conveys greater emotion through delivery.

WE DO (Guided Practice)

Text: *If I Had Sneezed* – Martin Luther King Jr.

Media: Audio recording of MLK delivering the speech

Steps & Teacher Think-Alouds:

1. Read excerpt aloud as a class.
 - Think-Aloud: "On paper, MLK's repetition of 'If I had sneezed' builds a pattern—it makes the text feel poetic."
2. Play audio of MLK speaking.
 - Think-Aloud: "Hearing him makes the repetition come alive. His pacing and voice give urgency that the page alone doesn't."
3. Class fills organizer together.

Sample Class Response (We Do):

- **Subject:** MLK reflecting on his life and purpose

- **Text Portrayal:** Poetic, reflective, repetitive structure
- **Audio Portrayal:** Emotional tone, cadence, and urgency make the message more moving
- **Similarities/Differences:** Both emphasize gratitude and purpose, but audio intensifies emotion through delivery.

You Do (With a Partner)

Text: *Farewell to Baseball* – Babe Ruth

Media: Video/audio recording of Ruth's farewell at Yankee Stadium

Partner Steps:

1. Partners read excerpt.
2. Watch video of Ruth giving the speech.
3. Complete organizer together.
4. Teacher circulates, **asking guiding questions:**
 - "What does the written text highlight?"
 - "What impact does hearing Ruth's weakened voice have?"

Sample Partner Response:

- **Subject:** Babe Ruth's retirement from baseball
- **Text Portrayal:** Honorable, nostalgic reflection on his career
- **Video Portrayal:** Emotion heightened by Ruth's frail voice and crowd reaction
- **Similarities/Differences:** Both honor his career, but video adds poignancy by showing his physical decline and fan admiration.

You Do (Independent Practice)

Text: *The Queen's Tribute to Princess Diana* – Queen Elizabeth II

Media: BBC video of Queen's speech (1997)

Steps:

1. Students read text excerpt silently.
2. Students watch short clip of Queen delivering speech.
3. Students independently complete organizer.

Sample Student Response (Independent):

- **Subject:** Tribute to Princess Diana's life and legacy
- **Text Portrayal:** Formal, respectful, carefully chosen words

- **Video Portrayal:** Tone of voice, pauses, and televised setting show emotion beneath formality
- **Similarities/Differences:** Both convey respect, but video reveals the Queen's human grief more strongly than text.