

## Critical Concepts 8.2B Literary Lesson Plans

**Skill Focus:** Determining the theme or central idea in a text, analyzing its development through exposition, rising action, climax, falling action, and resolution, and providing an objective summary.

**Vocabulary:** analyze, theme, central idea, exposition, rising action, climax, falling action, resolution, summary

### October Lesson Objectives (SWBAT):

1. **SWBAT** determine the theme or central idea in a literary text.
2. **SWBAT** analyze how the theme or central idea develops through exposition, rising action, climax, falling action, and resolution.
3. **SWBAT** provide an objective summary of a literary text using academic vocabulary accurately.

**Literary Texts Suggestions for October** (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 Necklace* by Guy de Maupassant
- *The War of the Worlds* (excerpt) by H. G. Wells, Ch. 2 "The Fallen Star"
- *A Girl of the Limberlost* by Jean Stratton Porter
- *The Prince and the Pauper* (excerpt) by Mark Twain

**Graphic Organizer:** Citing Evidence Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 8.2B-1 (pages 25-28 in the Graphic Organizers Tab)

### I Do (Teacher Model – 15 mins)

**Text:** *The Necklace* by Guy de Maupassant

#### Steps:

1. Distribute CC8.2B-1 graphic organizer.
2. Review the word bank and definitions (theme, central idea, exposition, rising action, climax, falling action, resolution).
3. Read aloud the first several paragraphs.

**Teacher Think-Aloud (rigorous model):**

- **Theme/Central Idea:** “I’m noticing that Mathilde is dissatisfied with her life despite having her needs met. This suggests that a central idea might be *the danger of vanity and materialism leading to unhappiness*. I’ll track how this develops.”
- **Exposition:** “The setting is Paris, late 1800s, and Mathilde feels poor compared to others. The conflict—her desire for wealth—already connects to the theme, because her obsession with appearances creates tension.”
- **Rising Action:** “When she borrows the necklace, I see how her desire for status pushes the conflict forward. Each event ties back to the theme—her choices are driven by materialism.”
- **Climax:** “The climax occurs when she loses the necklace. This moment fully connects to the theme: vanity leads directly to her downfall.”
- **Falling Action:** “Her years of labor to repay the necklace reflect the harsh cost of her desire for status. The theme develops through suffering and regret.”
- **Resolution:** “The twist ending—that the necklace was fake—sharply reinforces the theme. Her pursuit of wealth ruined her life for nothing, highlighting the emptiness of vanity.”

### Sample Student Graphic Organizer Response (I Do):

Section	Response
Theme / Central Idea	Vanity and materialism can lead to unnecessary suffering and regret.
Exposition	Mathilde feels poor and unworthy compared to wealthy women in Paris.
Rising Action	She borrows a necklace to appear rich at the ball, showing her obsession with appearances.
Climax	She loses the necklace, the turning point where vanity leads to disaster.
Falling Action	She and her husband work for years to repay it, symbolizing the cost of materialism.
Resolution	The necklace is revealed to be worthless, emphasizing the futility of her obsession.

**We Do (Guided Practice – 20 mins)**

**Text:** *The War of the Worlds* (Excerpt, Ch. 2: “The Fallen Star”)

**Steps:**

1. Read excerpt together as a class.
2. Ask:
  - What theme is emerging in this text?
  - How do the story elements build on this theme?

**Teacher Think-Aloud (scaffolded):**

- “Here, people watch the strange cylinder fall from the sky. Their reactions—curiosity mixed with fear—hint at a theme of *human vulnerability in the face of the unknown*. Let’s track how the setting and rising action events show this.”
- “Notice how the climax builds suspense when the cylinder begins to open. This is the turning point where fear of the unknown becomes a threat to human survival.”

**Sample Class Graphic Organizer Response:**

Section	Response
Theme / Central Idea	Human vulnerability when faced with the unknown
Exposition	A mysterious object falls from the sky, sparking curiosity and unease.
Rising Action	Townspeople gather, scientists speculate—showing human desire to explain the unknown.
Climax	The cylinder begins to open, transforming curiosity into terror.
Falling Action	People’s fear grows as they realize the danger they face.
Resolution	Humanity is left vulnerable, setting the stage for larger conflict.

**You Do with Partner (Collaborative Practice – 30 mins)**

**Text:** *A Girl of the Limberlost* by Jean Stratton Porter (excerpt)

**Steps:**

1. Partners read excerpt together.
2. Complete CC8.2B-1 organizer collaboratively.
3. Teacher circulates, prompting with questions:

- "How does the setting shape the character's choices?"
- "Which moment of rising action best shows the theme?"
- "What lesson is the text teaching about perseverance or resilience?"

**Teacher Think-Aloud:**

"I notice that the main character uses nature and hard work to overcome challenges. This suggests a theme of *perseverance in the face of adversity*. Each section of the plot connects to how she builds strength through her environment."

**Sample Partner Graphic Organizer Response:**

Section	Response
Theme / Central Idea	Perseverance and self-reliance lead to growth and independence.
Exposition	The protagonist struggles with poverty but has access to the natural world.
Rising Action	She begins to collect moths and sell them, showing her determination.
Climax	She faces a major obstacle but refuses to give up, proving resilience.
Falling Action	She continues working toward independence with new confidence.
Resolution	She achieves stability, reinforcing the theme of perseverance.

**You Do Independently**

**Text:** *The Prince and the Pauper* by Mark Twain (excerpt)

**Steps:**

1. Students read excerpt individually.
2. Complete CC8.2B-1 independently.
3. Teacher previews with think-aloud:
  - "Both boys' lives switch dramatically. This suggests a theme about *inequality and justice*. Track how each stage of the plot connects back to this theme."

**Sample Independent Response:**

Section	Response
Theme / Central Idea	Social class inequality reveals injustice in society.
Exposition	Edward (prince) and Tom (pauper) are introduced, showing extremes of wealth and poverty.
Rising Action	The boys switch lives, highlighting the unfairness of class divisions.
Climax	Each boy faces challenges in the other's life, exposing systemic injustices.
Falling Action	The truth begins to emerge, and the characters reflect on what they have learned.
Resolution	Balance is restored, but both boys gain new insight into inequality.