

## Critical Concepts 8.3B Literary Lesson Plans

**Skill Focus:** CC.8.3 – Analyzing how particular lines of dialogue or incidents in a story or drama propel action, reveal aspects of a character, or provoke a decision.

**Vocabulary Word Bank:** Analyze, Aspect, Dialogue, Incident, Propel, Provoke, Reveal

### November Lesson Objectives

- SWBAT identify key lines of dialogue or incidents in a text.
- SWBAT determine whether dialogue/incident propels action, reveals an aspect of a character, or provokes a decision.
- SWBAT analyze how that dialogue/incident accomplishes its task using academic vocabulary.

**Literary 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)

- *Rilla of Ingleside* (excerpt) – Lucy Maud Montgomery
- *The Cid* (excerpt) – Pierre Corneille
- *The Butterfly That's Stamped* – Rudyard Kipling

**Graphic Organizer:** Citing Evidence Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 8.3B (pages 73-76 in the Graphic Organizers Tab)

### I Do (Teacher Model – 15 mins)

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**Text:** *Rilla of Ingleside* – Lucy Maud Montgomery

#### Steps:

1. Teacher distributes the CC8.3 organizer.
2. Review vocabulary in student-friendly terms:
  - *Dialogue* = words characters speak.
  - *Incident* = an event that happens.
  - *Propel* = push the story forward.
  - *Reveal* = show us something about a character.
  - *Provoke* = cause a decision to be made.
3. Read aloud the scene where Rilla overhears her brother talking about enlisting.

#### Teacher Think-Aloud:

"As I read this dialogue, I notice that Walter says, 'I cannot stay behind when others go.' Let's pause. This is dialogue.

Now I ask: What does it do? Does it move the plot forward, show us something about him, or force a choice? I think it reveals Walter's character. His words uncover his sense of duty and courage, even though he is afraid.

If I analyze this, I would say: This dialogue reveals an aspect of Walter's character—his bravery mixed with inner conflict. It also sets the stage for future decisions he will make in the story."

### Sample Student Response (Organizer):

- Title: *Rilla of Ingleside*
- Dialogue/Incident: "I cannot stay behind when others go."
- Check One: Reveals an Aspect of a Character
- Analysis: Walter's words reveal his bravery and strong sense of duty, showing us that his decisions will be guided by honor, even when he feels fear.

### We Do (Guided Practice – 20 mins)

**Text:** *The Cid* – Pierre Corneille

#### Steps:

1. Class reads an excerpt where the Cid is confronted about avenging his father's honor.
2. Stop and model: "Here's dialogue. Let's decide what it does together."
3. Guide students to complete the organizer with teacher support.

#### Teacher Think-Aloud:

"In this scene, Chimène demands that the Cid defend his family's honor. Her words—'You must prove your loyalty with your sword'—put pressure on him.

Let's think: does this push the action forward, reveal character, or provoke a decision? I see that it provokes a decision. The Cid must now choose between love and honor.

This dialogue forces him into a conflict that will shape the rest of the play."

#### Sample Class Response:

- Title: *The Cid*
- Dialogue/Incident: Chimène says, "You must prove your loyalty with your sword."
- Check One: Provokes a Decision
- Analysis: The demand provokes the Cid to choose between love and honor, creating a turning point that drives the story's central conflict.

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

**Text:** *The Butterfly That's Stamped* – Rudyard Kipling

#### Steps:

1. Partners read the dialogue between King Solomon and the butterflies.
2. Each pair selects a line of dialogue or incident.
3. Partners check which function it serves and analyze together.
4. Teacher circulates, **asking scaffolding questions:**
  - "What choice or action follows this moment?"

- "What does this show us about the character?"
- "Does this moment create a turning point?"

**Sample Partner Response:**

- Title: *The Butterfly That's Stamped*
- Dialogue/Incident: The butterfly says, "If I stamp, kingdoms will tremble."
- Check One: Propels the Action
- Analysis: This boast propels the action by triggering King Solomon's curiosity and setting in motion the magical events of the story.

**You Do Independently**

**Text:** Return to *Rilla of Ingleside* OR another text of teacher's choice.

**Task:**

Students select one incident or line of dialogue independently, complete the CC8.3 organizer, and provide analysis.

**Teacher Think-Aloud (if scaffolding is needed):**

"As I read, I'm asking myself: What happens because of this moment? Does it push the plot forward, show me more about the character, or force someone to decide something? Once I know that, I can explain how."

**Sample Independent Response:**

- Title: *Rilla of Ingleside*
- Dialogue/Incident: Rilla cries, "How can I let him go to war?"
- Check One: Reveals an Aspect of a Character
- Analysis: Rilla's words reveal her deep fear and protectiveness as a sister. This also foreshadows her emotional growth as she learns to balance love with sacrifice.