

Critical Concepts 8.5B Literary Lesson Plans

Skill Focus: CC.8.5B – Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to meaning and style.

Vocabulary Word Bank: contribute, meaning, structure, style

January Lesson Objectives

- **SWBAT** identify the structure of a text (cause/effect, chronological, comparison, description, problem-solution, sequence, drama structure, poetic structure, etc.).
- **SWBAT** cite words or phrases that support their determination of structure.
- **SWBAT** explain how the structure contributes to the **meaning and style** of the text.
- **SWBAT** compare and contrast the structures of two or more texts, analyzing differences and effects.
- **SWBAT** use academic vocabulary (contribute, meaning, structure, style) in discussion and writing.

Literary 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)

- *White Fang* – Jack London
- *Les Alli* – Paul Verlaine
- *The Wonderful Wizard of Oz* – L. Frank Baum
- *Romeo and Juliet, Act 2, Scene 3* – William Shakespeare
- *Through the Looking-Glass* – Lewis Carroll
- *The Souls of Black Folk* – W. E. B. Du Bois
- *Juana* – Alfred de Musset

Graphic Organizer: Citing Evidence Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 8.5B-1 (pages 113-118 in the Graphic Organizers Tab)

I Do (Teacher Model – 15 mins)

Texts Used: *White Fang* (Jack London) and *Les Alli* (Paul Verlaine)

Steps:

1. Distribute CC 8.5B graphic organizer; display on smartboard.
2. Read aloud one descriptive paragraph from *White Fang*. Then read one stanza from *Les Alli*.

Teacher Think-Aloud (strongly scaffolded):

- **Step 1 – Identify Structure of Text 1 (White Fang)**
“In *White Fang*, the author tells events in order: first White Fang hunts, then he attacks, then he survives. That’s **chronological structure**—it follows time order.”
- **Step 2 – Evidence for Text 1**
“I see signal words like ‘then,’ ‘afterward,’ and the sequence of actions. That proves it’s chronological.”
- **Step 3 – Meaning & Style for Text 1**
“Because it’s chronological, we feel the suspense of events building. The style is direct, action-driven, and tense—matching the survival theme.”
- **Step 4 – Identify Structure of Text 2 (Les Alli)**
“In *Les Alli*, I see short lines grouped into stanzas. That’s **poetic structure**—not chronological events, but instead images and rhythm.”
- **Step 5 – Evidence for Text 2**
“The rhyme and repetition of sounds show poetic structure. For example, the repeated phrase emphasizes mood.”
- **Step 6 – Meaning & Style for Text 2**
“The poem’s structure contributes to its meaning by focusing on emotion instead of action. The style feels lyrical and musical, unlike London’s straightforward prose.”

Sample Teacher Organizer Response (I Do):

	Text 1: <i>White Fang</i>	Text 2: <i>Les Alli</i>	Text 3: (left blank)
Structure	Chronological	Poetic (stanza)	—
Evidence	“Then... afterward...” → sequence of actions	Rhyme, line breaks, repetition	—
Contribution to Meaning/Style	Builds suspense; adventure style	Creates rhythm and mood; lyrical style	

We Do (Guided Practice – 20 mins)

Texts: *Through the Looking-Glass* (Carroll) and *The Souls of Black Folk* (Du Bois)

Steps:

- Pairs read a paragraph from each text.
- Partners complete organizer together for Text 1 and Text 2.
- Teacher circulates with prompts:
 - “What clues tell you the structure?”
 - “Does this text describe, compare, narrate, argue?”
 - “How does structure affect tone, mood, or style?”

Sample Partner Response:

	Text 1: <i>Through the Looking-Glass</i>	Text 2: <i>Souls of Black Folk</i>	Text 3: (left blank)
Structure	Description/fantasy narrative	Problem-solution, essay	—
Evidence	"Alice stepped through the mirror..." (sequence of events)	"The problem of the color line..."	—
Contribution	Meaning: whimsical world; Style: playful, nonsensical	Meaning: highlights injustice and solutions; Style: serious, formal, reflective	

You Do with Partner (Collaborative Practice – 30 mins)

Texts: *Through the Looking-Glass* (Carroll) and *The Souls of Black Folk* (Du Bois)

Steps:

- Pairs read a paragraph from each text.
- Partners complete organizer together for Text 1 and Text 2.
- Teacher circulates with prompts:
 - "What clues tell you the structure?"
 - "Does this text describe, compare, narrate, argue?"
 - "How does structure affect tone, mood, or style?"

Sample Partner Response:

	Text 1: <i>Through the Looking-Glass</i>	Text 2: <i>Souls of Black Folk</i>	Text 3: (left blank)
Structure	Description/fantasy narrative	Problem-solution, essay	—
Evidence	"Alice stepped through the mirror..." (sequence of events)	"The problem of the color line..."	—

Contribution	Meaning: whimsical world; Style: playful, nonsensical	Meaning: highlights injustice and solutions; Style: serious, formal, reflective	
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You Do Independently

Text: *Juana* – Alfred de Musset

Steps:

- Students read one stanza independently.
- Fill in the final column of the organizer individually.
- Teacher prompts struggling groups:
 - “What does the stanza’s structure look like—poem or story?”
 - “Do you notice rhyme, repetition, or stanza breaks?”
 - “How does that structure affect the style and message?”

Sample Student Response (Independent):

	Text 1	Text 2	Text 3: <i>Juana</i>
Structure	—	—	Poetic, lyrical
Evidence	—	—	Rhyme pattern, stanza form
Contribution	—	—	Meaning: conveys passion/emotion; Style: musical, dramatic