

## Critical Concepts 8.6B Literary Lesson Plans

**Skill Focus: CC.8.6B** – Analyze how differences in the points of view of the characters and the audience or reader create effects such as suspense or humor.

**Vocabulary Word Bank:** dramatic irony, explanation, humor, first person, point of view, suspense, third person limited, third person omniscient

### February Lesson Objectives

- SWBAT identify the point of view of characters in a literary text.
- SWBAT identify the point of view of the audience or reader.
- SWBAT find textual evidence that conveys both perspectives.
- SWBAT explain how the difference between character POV and audience POV creates effects such as suspense or humor.
- SWBAT use academic vocabulary (dramatic irony, suspense, humor, first person, third person limited, third person omniscient) in discussion and writing.

**Literary Texts Suggestions for February** (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)

- *Around the World in 80 Days* (excerpt) – Jules Verne
- *The Hunted Woman* (excerpt) – James Oliver Curwood
- *Willie and the Lady* – Galette Burgess
- *The Secret Garden* (excerpt) – Frances Hodgson Burnett

**Graphic Organizer:** Citing Evidence Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 8.6B (pages 129-132 in the Graphic Organizers Tab)

### I Do (Teacher Model – 15 mins)

**Text:** *Around the World in 80 Days* – Jules Verne

#### Steps & Teacher Think-Aloud:

##### 1. Identify Character's POV

- "First, I ask: How does the *character* see the situation? Phileas Fogg is calm and confident that he can win his bet to circle the globe in 80 days. I'll put that in the first box: *Fogg believes he will succeed and doesn't worry about obstacles.*"

##### 2. Identify Audience/Reader's POV

- "Now, I think about what we, the readers, know or feel. We see all the delays, dangers, and accidents stacking up against him. We're doubtful and nervous. I'll write: *The reader feels suspense and uncertainty—Fogg might not make it.*"

### 3. Cite Sight Words or Phrases

- "I find the words that show his calm attitude: 'Mr. Fogg remained unruffled,' and 'his composure never wavered.' That's his POV.
- For the audience's POV, I see phrases about trains breaking down and delays, like 'an accident forced a detour.' That makes me nervous as a reader."

### 4. Explain the Difference (Suspense)

- "Here's where dramatic irony comes in. Because Fogg doesn't seem worried, but we as readers are, this difference builds suspense—we know he's in more trouble than he admits. I'll write: *The gap between Fogg's calmness and our awareness of the challenges creates suspense and keeps us reading.*"

#### Sample Organizer (I Do):

- **Character's POV:** Fogg is confident, calm, certain of success.
- **Audience POV:** Reader feels doubt and suspense about obstacles.
- **Sight Words/Phrases:** "unruffled," "composure never wavered" (Fogg); "accident forced a detour," "delays mounted" (reader).
- **Explanation:** The contrast creates suspense through dramatic irony—we know the risks are higher than the character admits.

### We Do (Guided Practice – 20 mins)

**Text:** *The Secret Garden* – Frances Hodgson Burnett

#### Steps & Teacher Think-Aloud (Guided):

- Read aloud a short excerpt where Mary explores the locked garden.
- Teacher Think-Aloud:
  - "Mary thinks the noises she hears are mysterious and maybe even magical. That's her POV."
  - "But as readers, we understand more—we can guess it's a crying child, which Mary doesn't realize yet. That's dramatic irony."
  - "What words show Mary's perspective? 'She trembled with curiosity.' What shows our perspective? The narrator hints at 'suppressed sobs.'"
  - "How does the difference create effect? Suspense—the reader waits to see when Mary will discover the truth."

#### Sample Class Organizer (We Do):

- **Character POV:** Mary is curious, confused, thinks noises are magical.
- **Audience POV:** Reader suspects it's a hidden child crying.
- **Sight Words/Phrases:** "trembled with curiosity" (Mary); "suppressed sobs" (reader).
- **Explanation:** Suspense builds because we know the truth before the character does.

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

**Text:** *The Hunted Woman* – James Oliver Curwood

**Steps:**

- Partners read an excerpt together.
- Fill in organizer collaboratively.
- Teacher prompts:
  - “What does the character think is happening?”
  - “What do we as readers know that they don’t?”
  - “Do those differences make the scene suspenseful or funny?”

**Sample Partner Organizer Response:**

- **Character POV:** The protagonist feels safe while hiding.
- **Audience POV:** Readers know the enemies are closing in.
- **Sight Words/Phrases:** “he felt certain of escape” (character); “unaware of the shadows advancing” (reader).
- **Explanation:** Creates suspense—we know danger is close while the character feels safe.

**You Do Independently**

**Text:** *Willie and the Lady* – Galette Burgess

**Steps:**

- Students read excerpt independently.
- Fill in organizer alone.
- Teacher provides prompts:
  - “What does the character think or believe?”
  - “What do we as readers see differently?”
  - “Does the difference create suspense, humor, or both?”

**Sample Student Response (Independent):**

- **Character POV:** Willie thinks he is impressing the lady with his stories.
- **Audience POV:** Readers see the lady is actually bored and amused at his foolishness.
- **Sight Words/Phrases:** “Willie puffed up with pride” (character); “the lady stifled a laugh” (reader).
- **Explanation:** Humor is created by the gap between Willie’s self-confidence and the reader’s awareness that the lady is not impressed.