

Critical Concepts 8.7A Text Structure

Non Fiction Lesson Plans

Skill Focus: CC.8.7A – Evaluate the advantages and disadvantages of using different mediums (print, digital text, video, multimedia) to present a topic or idea.

Vocabulary Word Bank: Advantage, Disadvantage, Evaluate, Medium, Multimedia, Topic, Video

March Lesson Objectives:

- SWBAT identify different **mediums** (print, digital text, video, multimedia) used to present a topic or idea
- SWBAT evaluate the **advantages** and **disadvantages** of each medium.
- SWBAT explain how the choice of medium impacts the audience's understanding of the topic.

Non-Fiction Texts Suggestions for April (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)

- *Muhammad Ali v. Sonny Liston, 1965* (text)
Media: Video recording
- *The Facts on Junk Food Marketing and Kids* by the Prevention Institute (text)
Media: Digital text
- *Hurricane Sandy* (author unknown) (text)
Media: Multimedia (text + images + maps)
- *The Report on Little Rock Nine* by Glenn E. Smiley (text)
Media: print

Graphic Organizer: Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 8.7A pages 133-138

I Do (Teacher Models)

Text: *Muhammad Ali v. Sonny Liston, 1965* (text)

Media: Video recording

Step 1: Introduce the Topic and Medium

- Teacher: “Today we are learning how different mediums can show the same topic in different ways. First, we’ll look at the famous 1965 fight between Muhammad Ali and Sonny Liston in a video format.”
- Teacher displays a short video clip of the fight.

Step 2: Scaffolded Think-Aloud

- “I notice how seeing Ali dodge punches gives me a clear sense of his skill. That is an advantage of video—it shows action in real time. But I also notice I don’t learn much about Ali’s background or training. That’s a disadvantage because some important context is missing. If I were to read about the fight in print, I might get more detail but less excitement.”

Step 3: Model Graphic Organizer Entry

- **Teacher fills in the video row in the organizer:**
 - Advantages: Real-time action, visual and auditory engagement
 - Disadvantages: Limited background/context

WE DO (Guided Practice)

Text: *The Facts on Junk Food Marketing and Kids* by the Prevention Institute (text)

Media: Digital text

Step 1: Introduce the Text and Medium

- Teacher: “Next, we’ll examine a digital text report on junk food marketing to children.”
- Teacher displays the online report or PDF on the board.

Step 2: Scaffolded Think-Aloud with Class Participation

- “I notice that I can click hyperlinks to learn more or view charts. That is an advantage because it helps me evaluate data easily.
- But, there is a lot of text, which might be overwhelming for some readers—this is a disadvantage.
- Let’s pause and discuss: what do you notice as advantages and disadvantages of reading this online?”
- Class contributes answers while teacher writes them in the organizer.

Step 3: Collaborate on Organizer

- Students copy the class examples into their graphic organizers.

You Do (With a Partner)

Text: *Hurricane Sandy* (author unknown)(text)

Media: Multimedia (text + images + maps)

Step 1: Introduce Text and Medium

- Teacher: "Now we'll explore Hurricane Sandy using **multimedia**, which includes text, photos, and maps."

Step 2: Scaffolded Think-Aloud

- Teacher: "I notice that the map helps me see which areas were flooded, and the images show the damage. That is an **advantage** because it engages multiple senses. But, if I focus too much on the pictures, I might miss key facts in the text, which is a **disadvantage**. Let's think together: how does the combination of elements help or distract the viewer?"

Step 3: Partner Activity

- Students work with a partner to list at least two **advantages** and two **disadvantages** in the graphic organizer.
- Teacher circulates to guide discussion and prompt deeper analysis: "Which medium element helps you understand the topic best? Why?"

You Do (Independent Practice)

Text: *The Report on Little Rock Nine* by Glenn E. Smiley (text)

Media: print

Step 1: Introduce Text and Medium

- Teacher: "Finally, we'll examine the Little Rock Nine story in **print** format. Print allows us to analyze detailed historical accounts."

Step 2: Scaffolded Think-Aloud

- Teacher: "I notice that I can read each paragraph carefully and re-read for clarity. This is an **advantage** of print. But, there are no visuals or sound, which can make it less engaging for some learners. That is a **disadvantage**."

Step 3: Independent Task

- Students complete the print row of the organizer on their own, identifying at least one **advantage** and one **disadvantage**.
- Teacher prompts: "Think about how the medium helps you understand the **topic** and how it might limit your understanding."