

## Critical Concepts 8.7B Text Structure

### Literary Lesson Plans

**Skill Focus:** CC.8.7B – Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, and evaluate the choices made by the director or actors.

**Vocabulary Word Bank:** fidelity, adaptation, interpretation, choices, impact, meaning

#### March Lesson Objectives:

- **SWBAT** identify how a filmed or live production differs from or remains faithful to the text.
- **SWBAT** cite specific examples from the production that illustrate these differences or similarities.
- **SWBAT** analyze how the choices made by directors or actors affect meaning.
- **SWBAT** use academic vocabulary (fidelity, adaptation, interpretation, choices, impact, meaning) in discussion and writing.

**Fiction Texts Suggestions for March** (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 Outsiders* – S.E. Hinton
- *The Giver* – Lois Lowry
- *Freak the Mighty* – Rodman Philbrick

*Suggested film/production versions:*

- *The Outsiders* (Francis Ford Coppola, 1983)
- *The Giver* (2014 film adaptation)
- *Freak the Mighty* (1998 film adaptation)

**Graphic Organizer:** Refer to your Educational Epiphany Critical Concepts Binder: Graphic Organizers Tab: CC 8.7B-2 pages 141-144

#### I Do (Teacher Models)

**Text & Film:** The Outsiders

#### Steps:

1. Display CC 8.7B graphic organizer.
2. Watch one key scene from the film (e.g., the church rescue scene).

**Teacher Think-Aloud:**

- “In the text, Ponyboy and Johnny rescue the children from the burning church. The film shows this scene with more dramatic camera angles and a heightened soundtrack.”
- “The director chose to linger on close-ups of the children’s faces and the flames. This is a choice that departs slightly from the text’s description but emphasizes the danger and suspense.”
- “These choices impact meaning by increasing the emotional tension and highlighting the heroism of Ponyboy and Johnny, even though the text doesn’t linger as much on suspense.”

### Sample Organizer Response (I Do):

- **Scene:** Church rescue
- **Director/Actor Choices:** Dramatic close-ups, suspenseful music, slow motion
- **Impact on Meaning:** Heightens tension, emphasizes heroism, emotional stakes

### WE DO (Guided Practice)

**Text & Film:** The Giver

#### Steps:

- Watch a selected scene (e.g., Jonas witnessing the memory of war).
- Guide students to identify fidelity or departures from the text.

#### Teacher Think-Aloud:

- “In the book, Jonas’s reaction is internal. In the film, the actor shows shock and horror visually, and the director adds ominous music.”
- “This is a departure from the text, but it helps the audience understand the gravity of the memory in a cinematic way.”
- “Students, how does this choice affect the story’s meaning? It makes the memory’s horror more immediate and impactful.”

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

- **Scene:** Memory of war
- **Director/Actor Choices:** Ominous music, visual reaction shots, lighting effects
- **Impact on Meaning:** Makes horror immediate, emphasizes emotional weight

### You Do (With a Partner)

**Text & Film:** Freak The Mighty

#### Steps:

- Watch a short scene (e.g., Max and Kevin saving Loretta’s purse).
- Partners discuss: Which choices align with the text? Which depart?

- Complete organizer together.

**Teacher Prompts:**

- “Does the actor’s expression or movement convey more than the text describes?”
- “Does the director use music, lighting, or camera angles to emphasize meaning?”
- “How do these choices affect how we interpret the story or characters?”

**Sample Partner Organizer Response:**

- Scene: Saving the purse
- Director/Actor Choices: Dramatic chase music, close-ups of Max’s nervous expressions
- Impact on Meaning: Emphasizes bravery and friendship, adds humor and tension

**You Do (Independent Practice)**

**Text & Film:** Students choose any remaining scene from one of the three texts.

**Steps:**

- Watch scene independently (or recall if already viewed).
- Complete the graphic organizer.
- Teacher scaffolds with guiding questions:
  - “What choices did the director make that are not in the text?”
  - “How do actors’ performances enhance or change meaning?”
  - “Does the scene’s structure in the film stay faithful to the text?”

**Sample Independent Organizer Response:**

- Scene: Final confrontation in *The Outsiders*
- Director/Actor Choices: Close-ups, slower pacing, emotional soundtrack
- Impact on Meaning: Highlights the gravity of conflict, deepens audience empathy, amplifies emotional resolution