



# Strategic Instruction in Grade 9-10 Literature: Analyzing Source Material Module

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Specifically designed to target the following Common Core English Language Arts Standards for Reading Literature:

**CCSS.ELA-LITERACY.RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)**

Can also be used when teaching...

CCSS.ELA-LITERACY.W.9-10.2 (Expository writing)

CCSS.ELA-LITERACY.W.9-10.3 (Narrative writing)

CCSS.ELA-LITERACY.SL.9-10.1 (Listening & Speaking: working collaboratively)

CCSS.ELA-LITERACY.SL.9-10.2 (Listening & Speaking: integrating multiple sources of information)

This module features three **Tier 1 Stratagems**. Designed for grade level instruction, each created to facilitate analysis of how an author draws on specific types of source material (e.g., themes, characters, or events addressed in earlier literary works) when composing a new literary work.

## Tier 1 Stratagem

### Theme Source Material



Facilitates analysis of how the theme of a newer literary work reflects an extrapolation of the theme from an earlier work.

### Character Source Material



Facilitates analysis of how the personal qualities of a key character in newer literary work reflects an extrapolation of those of a character from an earlier work.

### Event Source Material



Facilitates analysis of how the critical features of an event or scene in newer literary work reflects an extrapolation of those from an earlier work.

See sample DVTs from this module on the following pages

# Theme Source Material

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)



**THEME:** The power of magical objects causes greed and unfavorable outcomes

EARLIER Literary Work

## *Arabian Nights – “Aladdin’s Lamp”*

CHARACTER

The African magician was so motivated by his greed to get the magic lamp that he was willing to sacrifice Aladdin’s life. He lied right from the beginning promising Aladdin things he would never fulfill. His greed only multiplies when he gets the lamp. He is not satisfied and must have Aladdin’s wife and palace as well. The magician appears to never have any regrets about his actions and continues indulging his greed until it results in his own death.

How **theme** is represented by the character’s qualities, motivations, actions, conflicts and/or changes

EVENT or CONFLICT

Although Aladdin seemed to be equally as greedy as the magician, he seemed to have some control over his actions and did not resort to murder to get his desires like the magician. Aladdin did go through some obstacles which shows that he was being tested and that greed is wrong. However, he did live “happily ever after” which shows that his overall good nature was rewarded despite his greed. However, the magician’s evil greed caused him to be murdered. His overall bad nature resulted in death. Therefore, the plot shows that those who are greedy may be tested, but those who have a good, not evil, nature will be rewarded in the end.

How **theme** is represented by what caused the event, how it unfolded, and/or consequences of the event

NEWER Literary Work

## *Monkey’s Paw*

*Newer iteration of how same theme is represented by character*

Mr. White is less obviously greedy than the magician from “Aladdin’s Lamp.” After listening to Sergeant Major Morris’s words of caution, he still uses the paw. He also claims to be completely happy in life but still decides to wish for money to pay off his mortgage. Mr. White was well warned about the dangers, and he still makes the wish. This wish results in the death of his son. Although he does not display his greed as readily, it definitely drives his decisions. He was rash and threw all caution to the wind.

TRANSFORMED EARLIER MATERIAL

WAYS THE AUTHOR

*Newer iteration of how same theme is represented by event or conflict*

The fact that Mr. White’s greed resulted in his son’s death demonstrates the same theme. In contrast to “Aladdin’s Lamp,” no one really wins in this story. Everyone’s greed is met with unexpected and bad results. Sergeant Major Morris’s stories about the past owners of the monkey’s paw reinforces this theme. All people who are greedy are met with destruction. It doesn’t matter who you are. So the theme presented in “Aladdin’s Lamp” is transformed into a more black and white theme. There is no longer any gray area about who is punished and who isn’t.

# Character Source Material

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)



	EARLIER Literary Work <i>To Kill a Mockingbird</i>	NEWER Literary Work <i>Harry Potter series</i>
	CHARACTER: <b>Atticus Finch</b>	CHARACTER: <b>Professor Albus Dumbledore</b>
PERSONAL QUALITIES	<ul style="list-style-type: none"> <li>Treats all people with kindness and human respect</li> <li>Treats his children like small adults</li> <li>Quiet dignity and morally strong</li> <li>Fair-minded and wise</li> <li>Courageous but never arrogant</li> </ul>	<p><i>Newer iteration of original character's features</i></p> <p>Wise, Treats children like adults and doesn't patronize them, Analytical, Not emotionally driven but capable of strong emotions, Strong sense of right and wrong, Feared by opposing factors, Philosophical, Extremely talented and smart, Humble, Brave</p>
MOTIVATION	<ul style="list-style-type: none"> <li>Preserving justice by defending honest and innocent victims in his law practice, not motivated by furthering his law practice</li> <li>Love of his children: wants to protect them and serve as a good role model</li> </ul>	<ul style="list-style-type: none"> <li>He wanted to see good defeat evil</li> <li>He was an advocate for misunderstood or oppressed children</li> <li>He was driven by the need for knowledge and improving his magical abilities</li> </ul>
CONFLICTS	<ul style="list-style-type: none"> <li>The community goes against him when he defends Tom Robinson</li> <li>Bob Ewell tries to harm Scout and Jem because Atticus proves he is a liar</li> </ul>	<ul style="list-style-type: none"> <li>At one point, he is falsely portrayed as a liar and is hated by most of the wizarding world</li> <li>He is responsible for protecting an entire school of children from Lord Voldemort and his evil comrades who are trying to kill Dumbledore and Harry Potter</li> </ul>
ACTIONS	<ul style="list-style-type: none"> <li>Always law-abiding</li> <li>Level-headed thinking (thinks before he acts)</li> <li>Allows Bob Ewell to spit in his face and doesn't respond with retaliation</li> <li>Teaches his children not to judge others or be prejudiced</li> </ul>	<ul style="list-style-type: none"> <li>Acts on the side of good even if that means rules are to be broken.</li> <li>Constantly thinks in advance, planning steps ahead</li> <li>Is extremely key in Harry, Ron, and Hermione's personal growth and sense of morality.</li> </ul>
CHANGES	<ul style="list-style-type: none"> <li>He is a static character in this novel, but when his children are put into danger near the end of the story he becomes emotional. The reader has not seen this side until then.</li> </ul>	<ul style="list-style-type: none"> <li>He is the constant good throughout the series. The readers can always rely on him and feel secure in him. However, he does become more rash as the series progresses and takes more risks. This results in him planning his own death for strategic reasons.</li> </ul>

WAYS THE AUTHOR TRANSFORMED EARLIER MATERIAL

# Event Source Material

Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)



Sample DVT from  
Strategic Instruction in Literature, Grades 9-10  
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	EARLIER Literary Work <b>Romeo and Juliet</b>	NEWER Literary Work <b>West Side Story</b>
	EVENT NAME: <b>The Double Suicide</b>	EVENT NAME: <b>Tony's Murder</b>
CAUSES of the event	Juliet was upset about not being able to marry Romeo, and she did want to marry Paris. She went to Friar Lawrence with a knife saying she'd rather die than marry Paris. Friar told her to agree to marry Paris and to stop thinking about suicide. On the night before their wedding, she would take a powerful sleeping potion that would make her appear dead. After she was put in the tomb, Friar was supposed to tell Romeo that Juliet was not really dead. That was the plan...	<i>Newer iteration of original character's features</i> Like the Capulets and Montagues' feud, the feud between the Jets and the Sharks cause Maria and Tony's love to be dangerous and forbidden. They plan run away and elope. In a twist of events Anita, a friend of Maria's and a Shark, is bullied by the Jets and becomes angry and disgusted. She then falsely tells a Jet that Maria was killed by Chino, a Shark, because of the feud and their forbidden love. Tony is sent into a spiral. This part is like <i>Romeo and Juliet</i> because it is a miscommunication that causes the man to believe his girlfriend is dead and makes him want to die.
WHAT HAPPENED during the event	Juliet fakes her own death with the help of Friar Lawrence. However, Romeo does not know she is really not dead. He goes to her tomb, kisses his love, and then drinks poison before Juliet can wake up. When she does wake up, she finds Romeo dead beside her and quickly kisses him in the hope of getting some of the poison too. It doesn't work, however, so she unsheathes Romeo's dagger and stabs herself, dying for real on Romeo's body.	After the news, Tony feels as if life is no longer worth living, and searches out a vengeful Chino in order to be killed as well. When Tony sees Maria, they run to each other, Chino shoots and murders Tony. Maria holds the dead Tony in her arms and begins yelling at the others about the power of hatred. She attempts to shoot someone with the gun but finds herself unable. This is different from <i>Romeo and Juliet</i> because the couple is reunited before one is killed. Then Tony doesn't take his life like Romeo; he is murdered.. Also, Maria does not take her own life. She sees living as possible without Tony. Perhaps being older than Juliet, she has a greater sense of self and ability to move beyond tragedy.
IMPACT of the event	The double suicide has a tremendous impact on the families. Their families, previously mortal enemies, are scolded by the Prince for the effects of their feud. The Prince tells them that they are responsible for their children's deaths. Completely shocked and dismayed by this tragedy, Capulet and Montague embrace and decide to put their feud behind them. They also decide to create gold statues of Romeo and Juliet side by side. This double suicide changed the course of the Capulet s and Montagues and possibly saved future lives.	Maria's speech seems to have a greater impact on the feud than Tony's death. Since the feud is between two gangs, they are very familiar with death and are not as affected by the murder. Maria is able to stop the rumble and yells at them for their behavior and blames them for unnecessary death. Chino is arrested, and everyone forms a funeral procession. Reconciliation is not as obvious in <i>West Side Story</i> as in <i>Romeo and Juliet</i> . There seems to be evidence that the fighting will stop, but it is not outwardly said.

WAYS THE AUTHOR TRANSFORMED EARLIER MATERIAL