

**Lesson Seed 3. Shakespeare's Women**  
**Advanced / Gifted and Talented (GT) English Language Arts**  
**Grade: 7 GT      Unit Title: The Sociological Approach to Literature: The Concept of Perspectives      Length: 2 Days**

<b>Lesson Overview</b>	
Students will build understanding of the play's social perspectives, plot, and two main feminine characters in order to predict how the term "shrew" applies to the play. This lesson seed contains numerous suggestions for extension and enrichment that would extend beyond the two-day time frame.	
<b>Teacher Planning, Preparation, and Materials</b>	
<b>INTRODUCTION:</b> This lesson models instructional approaches for differentiating the CCSS for advanced/gifted and talented students. Gifted and talented students are defined in Maryland law as having outstanding talent and performing, or showing the potential for performing, at remarkably high levels when compared with their peers (§8-201). State regulations require local school systems to provide different services beyond the regular program in order to develop gifted and talented students' potential. Appropriately differentiated programs and services will accelerate, enrich, and extend instructional content, strategies, and products to apply learning (COMAR 13A.04.07 §03).	
<ul style="list-style-type: none"> <li>• <b>Differentiate the Content, Process, and Product for Advanced / Gifted and Talented (GT) Learners</b></li> </ul>	
<b>Content</b> refers to the key concepts of the curriculum; what students should know, understand, and be able to do.	
<p><b>Content Differentiation for GT learners</b></p> <p>The goal is an optimal match: Each student is challenged at a level just beyond the comfort zone. Pre-assess students' readiness to determine the appropriate starting point. Implement strategies for <b>acceleration</b>: Use more complex texts and materials, above grade-level standards, compacting; or move grade level content to an earlier grade. Implement strategies for <b>enrichment/extension</b>: Use overarching concepts, interdisciplinary connections, the study of differing perspectives, and exploration of patterns/relationships.</p>	<p><b>Content Differentiation in this Lesson:</b></p> <p><i>This lesson seed is aligned with above-grade level standards in Reading Literature, Writing, Speaking and Listening, and Language. Prior knowledge of the term "shrew" is pre-assessed at the beginning of the lesson. Some students may complete enrichment activities to extend their understanding of the connotation of shrew. Students compose analyses for enrichment and for a deeper understanding. For an extension of the lesson, students may read additional folktales on the shrewish woman as well as read Pygmalion by George Bernard Shaw. For cross-curricular enrichment, students may work with an art teacher to create visual representations.</i></p>
<b>Process</b> refers to how students make sense of information. The teacher designs instructional activities that make learning meaningful to students based on their readiness levels, interests, or learning styles.	
<p><b>Process Differentiation for GT Learners</b></p> <p>Instructional processes incorporate flexible pacing and opportunities to engage in advanced problem-solving characteristic of professionals in the field. Activities focus on the higher level of each continuum: from simple to <b>complex</b>; from more practice to <b>less repetition</b>; and from dependent to <b>independent</b>. Activities deepen understanding through authentic <b>inquiry</b>, <b>research</b>, and <b>creative production</b>.</p>	<p><b>Process Differentiation in this Lesson:</b></p> <p><i>Students explore the concept of the shrewish woman in both plays and folktales, deepening student understanding of the concept of perspectives.</i></p>



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**Products** are culminating experiences that cause students to rethink, use, and extend what they have learned over a period of time.

**Product Differentiation for GT Learners**

Differentiated products or performance tasks require students to apply learning meaningfully to complex, authentic tasks that model the real-world application of knowledge characteristic of professionals in the field. Products have an authentic purpose and audience, and students participate in goal-setting, planning, and self-monitoring.

**Product Differentiation in this Lesson:**

*Students have choice in responding to one of three synthesis questions. They may select how to display their answers, albeit a written composition, graphic organizer, visualization, or another format of choice.*

- Apply the CCSS triangle for text complexity and the Maryland Qualitative and Reader and Task tools to determine appropriate placement. The selected folktale for this lesson is above grade level at an 820L score, measured at a quantitative level on the CCSS triangle.
- Plan with UDL in mind: This lesson applies the Universal Design for Learning Guidelines to remove barriers for advanced/gifted and talented students. In particular, the lesson addresses
  - I. Multiple Means of Representation
    - 3.1 activate or supply background knowledge
    - 3.2 Highlight patterns, critical features, big ideas, and relationships
    - 3.4 Maximize transfer and generalization
  - II. Multiple Means of Action and Expression
    - 5.2 Use multiple tools for construction and composition
    - 6.3 Facilitate managing information and resources
    - 6.4 Enhance capacity for monitoring progress
  - III. Multiple Means of Engagement
    - 7.1 Optimize individual choice and autonomy
    - 7.2 Optimize relevance, value, and authenticity
    - 8.2 Vary demand and resources to optimize challenge
    - 9.1 Promote expectations and beliefs that optimize motivation
    - 9.3 Develop self-assessment and reflection

For more information about how UDL addresses the needs of gifted learners, go to [http://www.udlcenter.org/screening\\_room/udlcenter/guidelines](http://www.udlcenter.org/screening_room/udlcenter/guidelines)

- Consider the need for Accessible Instructional Materials (AIM) and/or for captioned/described video when selecting texts, novels, video and/or other media for this unit. See "Sources for Accessible Media" for suggestions on Maryland Learning Links: <http://marylandlearninglinks.org>.

**IMPORTANT NOTE:** No text model or website referenced in this unit has undergone a review. Before using any of these materials, local school systems should conduct a formal approval review of these materials to determine their appropriateness. Teacher should always adhere to any Acceptable Use Policy enforced by their local school system.



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**Essential Question**

How does society perceive women in Shakespeare's time?

**Unit Standards Applicable to This Lesson**

**Reading Literature**

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language evokes a sense of time and place; how it sets a formal or informal tone).

**Reading Informational Text**

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Writing**

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning relevant and sufficient evidence.

**Speaking and Listening**

SL.9-10.1.c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**Language**

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibility from a range of strategies.

**Lesson Procedure**

Day 1

1. In pairs, students will share examples of people to animal comparisons and the possible origins of these expressions (example, wise as an owl, sly as a fox, hungry as a bear). Have students brainstorm adjectives to complete this comparison: " \_\_\_\_\_ as a shrew."  
**(SL.9-10-1.c)**
2. In a Think-Pair-Share, students will explain what the title *The Taming of the Shrew* means based on their understanding of the term "shrew." Students can record their responses onto a physical or electronic class collection board labeled "Before Viewing."  
**(SL.9-10-4)**
3. In order to identify characteristics of the animal shrew that could apply to a person labeled as a shrew, students will view an appropriate short film of a shrew attacking a snake and a shrew attacking a shrew from one of several websites such as <http://www.myspace.com/video/national-geographic/animals-attack-shrew-vs-snake/44682872>.  
**(L.9-10-4)**
4. In pairs or small groups, students will discuss the characteristics of the animal shrew that might apply to a person labeled as a shrew. Students will begin to confirm or refute their "Before Viewing" responses.  
**(L.9-10-4)**



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5. Students can look up "shrew" in an online or physical dictionary and then revise their explanation of the title *The Taming of the Shrew*, posting their revised understanding on an electronic or physical class collection board labeled "After Viewing." The teacher may choose to require adding "shrew" to the vocabulary journal explained in Lesson Seed 2 and recapped here: Students will keep a vocabulary journal of five to ten tier 2 or 3 words a week throughout this unit. Tier 1 words are usually concrete and in emergent readers' vocabularies. Tier 2 words are more abstract and are used across several domains. They are the most valuable to learn because of their frequent use. Tier 3 words are usually specific to one domain. Teaching tiered vocabulary is explained well and briefly in <http://ezinearticles.com/?Teachers---Vocabulary-Development---Differentiating-Between-and-Among-Tier-1,-2,-and-3-Words&id=1827199> or in-depth in *Bringing Words to Life* by Isabel L. Beck, Ph.D. et al. Require inclusion of a few essential words and allow students some choice based on their individual needs. The teacher will determine the vocabulary details to be included in the journal; students may choose graphic organizers to contain the details.
  - a. Enrichment/extension – Students can analyze the connotation (an association of feelings or ideas with a word to change its literal or dictionary definition) and denotation (the specific dictionary definition) of shrew and choose the product to present their analysis. Examples of products could be pantomime, skit, comic strip, word cloud, electronic presentations, sentence strips, or other formats. Working collaboratively with an art teacher would enhance the plans for any of the visual presentations in letters a. through c. **(L.9-10-4)**
  - b. Enrichment/extension – Students can investigate if there a term for men with the connotation and/or denotation of shrew and choose the product to present their answers. See product examples above. **(L.9-10-4)**
  - c. Enrichment/extension – Students can create visuals of shrewish animal and/or human behavior that can be displayed for a class gallery walk. Examples of visuals could be realistic drawings, comic strips, flip books, line drawings, clip art, multi-media visual art, collages, electronic presentations, or other formats. **(L.9-10-4)**
6. Individually, students will read the folktale, "King Thrushbeard" and identify who is a tamer and a shrew in the tale in order to predict how the plot of the folktale may resemble the play. Responses can be oral, electronic, in a graphic organizer, drawing, or paragraph form. The teacher may use this as a formative assessment of plot analysis. **(RL.9-10-2, W.9-10-1)**
  - a. Extension/Enrichment: Students will read additional *Taming a Shrewish Wife* folktales chosen by the teacher from a source such as <http://www.pitt.edu/~dash/type0900.html> to identify patterns of duplicity in plot and characterization. Students should consider if there are or are not varying perspectives leading to multiple interpretations among the *Taming a Shrewish Wife* folktales. As students answer the essential question, they should consider the implications of their answer on the societies for which the folktales were written. For example, if *Taming a Shrewish Wife* is always seen as a positive in the folktales, what impact might the folktales have on women's roles in the societies? Students can record their results on a graphic organizer, drawing, or in a paragraph. **(RL.9-10-1, W.9-10-1)**
  - b. Longer term extension/enrichment: Read or view George Bernard Shaw's play *Pygmalion* online at <http://www.gutenberg.org/files/3825/3825-h/3825-h.htm> or the musical based on it, *My Fair Lady*, to compare the plot and characterization with *The Taming of the Shrew*. Students should be guided by essential question: How can varying perspectives lead to multiple interpretations? Katherine's final speech in *The Taming of the Shrew* and Eliza's final speech in *Pygmalion* are excellent to compare/contrast the main characters. Written product can be student's choice. **(RL.9-10-3, W.9-10-1)**

#### Day 2

1. Students will share their predictions and enrichment analyses in pairs or small groups, and then whole group. The teacher will shape the discussion to emphasize the commonalities of predictions and correct



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- any misconceptions of plot analysis observed in the paired and small group discussions. (S.L.9-10-1.a)
2. Students will read the play's synopsis from a source such as <http://www.folger.edu/template.cfm?cid=4121> to check their predictions. Students will reflect in writing on the similarities and differences of their predictions of the play's plot and the synopsis. This may be utilized as a formative assessment. **(RL.9-10-1; W.9-10-1)**
  3. The teacher will explain the history of identifying five types of women in Shakespeare's works based on information from sources such as **the teacher only resource** [http://shakespeare.about.com/od/criticalapproaches/a/types\\_women.html](http://shakespeare.about.com/od/criticalapproaches/a/types_women.html). Please note that some content on this site may be inappropriate for students.
  4. Students will read and annotate the excerpt from *The Goode and the Badde* from a source such as <http://futureenglishteachers.pbworks.com/f/women+in+taming+of+the+shrew+lesson+plan.pdf> to categorize Bianca and Katherine according to the five types of women in Shakespeare's work. **(RL.9-10-3) (RI.9-10-1)**
  5. After reading and categorizing types, students will list character traits associated with the type for Bianca and the type for Katherine.
  6. Students will discuss in pairs or small groups how the title suggests which character is good or bad. When discussing traits, students should consider the essential question: How can varying perspectives lead to multiple interpretations? Students will reread the synopsis by skimming and scanning for effects of Bianca's and Katherine's traits. Students will also discuss how the same trait can be both positive and negative. **(SL.9-10-1.a, SL.9-10-1.c)**
  7. On an exit ticket students will choose to explain one of the following:
    - a. Why a trait may be key to Bianca or Katherine
    - b. Why a trait of Bianca or Katherine's may be both positive and negative
  8. Enrichment/extension: Compare the first synopsis read with another synopsis of *The Taming of the Shrew* from a source such as [http://www.nethelper.com/article/The\\_Taming\\_of\\_the\\_Shrew](http://www.nethelper.com/article/The_Taming_of_the_Shrew) to identify different perceptions of Bianca and Katherine. Answer one of these questions in a graphic organizer, drawing, electronic media, paragraph form, or other product:
    - Which synopsis is more effective? Criteria for judgment could be student-developed. Some suggestions for criteria could be if the synopsis has a well-developed, average development of, or limited development of the summary of the exposition, the summary of the plot, or description of the main characters. Give details from each synopsis to prove your answer.
    - Which synopsis gives a better understanding of the characterization of Bianca and Katherine? Give details from each synopsis to prove your answer.
    - How does reading the second synopsis change a reader's perception of the play and what causes the change? While students will not necessarily research the synopses' authors' backgrounds, they can theorize from where their varying perspectives arose. Consider if the author of the second synopsis might have a different perspective due to background, social class, historical period, personal biases, or other elements that might influence him or her. **(RL.9-10.1)**

**Resources:**

Online sources are suggestions only. Please review your county materials of instruction requirements and obtain necessary approval.

Vocabulary Development

*Bringing Words to Life* by Isabel L. Beck, Ph.D. et al.

<http://ezinearticles.com/?Teachers---Vocabulary-Development---Differentiating-Between-and-Among-Tier-1,-2,-and-3-Words&id=1827199>



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Taming a Shrewish Wife Folk Tales

<http://www.pitt.edu/~dash/type0900.html>

Long Term Enrichment/Extension (*Pygmalion* by George Bernard Shaw online)

<http://www.gutenberg.org/files/3825/3825-h/3825-h.htm>

Synopsis of *The Taming of the Shrew*

<http://www.folger.edu/template.cfm?cid=4121>

[http://www.nethelper.com/article/The\\_Taming\\_of\\_the\\_Shrew](http://www.nethelper.com/article/The_Taming_of_the_Shrew)

Elizabethan Women (from *The Goode and The Badde*)

<http://futureenglishteachers.pbworks.com/f/women+in+taming+of+the+shrew+lesson+plan.pdf>

**Teacher Source (Women from Shakespearean Plays)**

[http://shakespeare.about.com/od/criticalapproaches/a/types\\_women.html](http://shakespeare.about.com/od/criticalapproaches/a/types_women.html)

