

**Advanced/Gifted and Talented (GT) English Language Arts Grade 7  
The Sociological Approach to Literature: The Concept of Perspectives**

<b>Week One</b>				
<p><u>Lesson Seed 1. Duplicity</u></p> <p>Exploration of essential question: How can varying perspectives lead to multiple interpretations?</p> <p>Use of comic book and literary characters to discuss being “two-faced”</p> <p>Derivation of the word “duplicity”</p> <p>Speakaround</p>	<p><u>Lesson Seed 1</u> continued</p> <p>Use of theater masks/Janus to explore perspectives and interpretations</p> <p>Create a visual representation of their new understanding of the term “duplicity”</p>	<p><u>Lesson Seed 2. Playwright’s ToolKit</u></p> <p>Write a scene about conflict in a relationship to connect with conflicts in <i>The Taming of the Shrew</i></p> <p>Use characters, conflict, setting, dialogue, and stage directions to write a scene</p> <p>Begin vocabulary journal of tier 2 and tier 3 words</p>	<p><u>Lesson Seed 3. Shakespeare’s Women</u></p> <p>Build background: vocabulary, plot, characterization</p> <p>Vocabulary and characterization: <i>duplicity, shrew</i></p> <p>Read “King Thrushbeard,” and make predictions about how the tale’s plot will compare with the play’s plot.</p>	<p><u>Lesson Seed 3</u> continued</p> <p>Read a synopsis of the play and compare it to predictions</p> <p>Classify Bianca and Kate as one of Shakespeare’s five types of women using details from the play’s synopsis and reading about Shakespeare’s five types of women.</p>
<b>Week Two</b>				
<p><u>Lesson Seed 4. Puns and Wordplay</u></p> <p>Categorize jokes</p> <p>Define “pun” as Tier 3 word</p> <p>Show “Who’s on First?”</p> <p>Read Act I, Scene 2</p> <p>View Zeffirelli version of Act I, Scene 2</p>	<p><u>Lesson Seed 5. The Shrew or the Falcon?</u></p> <p>Analyzing song lyrics for use of extended metaphor</p> <p>Read Act IV, Scene 1</p> <p>Extension: Reading on falconry</p> <p>Read Act IV, Scene 2.</p> <p>Continue to chart varying perspectives</p>	<p><u>Lesson Seed 6. Subtext and Vocalization</u></p> <p>Revisit Act IV, Scene 5</p> <p>Analysis of the word “subtext”</p> <p>Developing vocalization symbols for marking the text</p> <p>Read Act V, Scenes 1-2 while discussing subtext and vocalization</p>	<p><u>Lesson Seed 7. Socratic Seminar</u></p> <p>Socratic seminar on essential question (1/2 of class in discussion circle)</p> <p>(In order to accommodate a range of class sizes and different time lengths for classes, two days are allotted.)</p>	<p><u>Lesson Seed 7</u> continued</p> <p>Socratic seminar on essential question (1/2 of class in discussion circle)</p>



**Advanced/Gifted and Talented (GT) English Language Arts Grade 7  
The Sociological Approach to Literature: The Concept of Perspectives**

Continue to chart varying perspectives		Annotate text on self-created monologue to show vocalization. Record at home using Voice Thread or other web 2.0 system		
<b>Week Three</b>				
<u>Lesson Seed 8. Multiple Interpretations</u>  Choose a passage and analyze subtext in order to determine two different two interpretations  Rehearse Multiple Interpretations  Create Director's Cut videos	<u>Lesson Seed 8 continued</u>  Performances and Audience Evaluation	<u>Lesson Seed 9. The Sociological Approach to Literary Criticism</u>  Introduce sociological approach and apply to popular song.  Jigsaw discussion to analyze social roles in Elizabethan society.	<u>Lesson Seed 9 continued</u>  Research to evaluate whether Shakespeare's play affirms or criticizes Elizabethan society	<u>Lesson Seed 10. Cultural Norms Research Paper</u>  Research the acceptance or rejection of cultural norms in <i>The Taming of the Shrew</i>  Introduction and application of cultural norms  Analysis of Shaw's letter to <i>The Pall Mall Gazette</i>
<b>Week Four</b>				
<u>Lesson Seed 10 continued</u>  Research  Mini lesson(s) on the research process	<u>Lesson Seed 10 continued</u>  Research	<u>Lesson Seed 10 continued</u>  Research	<u>Lesson Seed 10 continued</u>  Research/Writing Process	<u>Lesson Seed 10 continued</u>  Writing Process
<b>Week Five</b>				
<u>Lesson Seed 10 continued</u>  Writing Process	<u>Lesson Seed 10 continued</u> World Café: Discuss the play from different cultural perspectives			

