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

<table>
<thead>
<tr>
<th><strong>Week One</strong></th>
<th><strong>Week Two</strong></th>
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**Lesson Seed 1. Duplicity**  
Exploration of essential question: How can varying perspectives lead to multiple interpretations?  
Use of comic book and literary characters to discuss being “two-faced”  
Derivation of the word “duplicity”  
Speakaround  

**Lesson Seed 1 continued**  
Use of theater masks/Janus to explore perspectives and interpretations  
Create a visual representation of their new understanding of the term “duplicity”  

**Lesson Seed 2. Playwright’s ToolKit**  
Write a scene about conflict in a relationship to connect with conflicts in *The Taming of the Shrew*  
Use characters, conflict, setting, dialogue, and stage directions to write a scene  
Begin vocabulary journal of tier 2 and tier 3 words  

**Lesson Seed 3. Shakespeare’s Women**  
Build background: vocabulary, plot, characterization  
Vocabulary and characterization: *duplicity, shrew*  
Read “King Thrushbeard,” and make predictions about how the tale’s plot will compare with the play’s plot.  

**Lesson Seed 3 continued**  
Read a synopsis of the play and compare it to predictions  
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.  

**Lesson Seed 4. Puns and Wordplay**  
Categorize jokes  
Define “pun” as Tier 3 word  
Show “Who’s on First?”  
Read Act I, Scene 2  
View Zeffirelli version of Act I, Scene 2  

**Lesson Seed 5. The Shrew or the Falcon?**  
Analyzing song lyrics for use of extended metaphor  
Read Act I, Scene 1  
Extension: Reading on falconry  
Read Act IV, Scene 2.  
Continue to chart varying perspectives  

**Lesson Seed 6. Subtext and Vocalization**  
Revisit Act IV, Scene 5  
Analysis of the word “subtext”  
Developing vocalization symbols for marking the text  
Read Act V, Scenes 1-2 while discussing subtext and vocalization  

**Lesson Seed 7. Socratic Seminar**  
Socratic seminar on essential question (1/2 of class in discussion circle)  
(In order to accommodate a range of class sizes and different time lengths for classes, two days are allotted.)  

**Lesson Seed 7 continued**  
Socratic seminar on essential question (1/2 of class in discussion circle)
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<thead>
<tr>
<th>Continue to chart varying perspectives</th>
<th>Annotate text on self-created monologue to show vocalization. Record at home using Voice Thread or other web 2.0 system</th>
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### Week Three

<table>
<thead>
<tr>
<th>Lesson Seed 8. Multiple Interpretations</th>
<th>Lesson Seed 8 continued Performances and Audience Evaluation</th>
<th>Lesson Seed 9. The Sociological Approach to Literary Criticism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a passage and analyze subtext in order to determine two different two interpretations</td>
<td>Rehearse Multiple Interpretations</td>
<td>Introduce sociological approach and apply to popular song.</td>
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<tr>
<td>Create Director’s Cut videos</td>
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<td>Jigsaw discussion to analyze social roles in Elizabethan society.</td>
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<table>
<thead>
<tr>
<th>Lesson Seed 9 continued</th>
<th>Research to evaluate whether Shakespeare’s play affirms or criticizes Elizabethan society</th>
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<tbody>
<tr>
<td>Lesson Seed 9 continued</td>
<td>Introduction and application of cultural norms</td>
</tr>
<tr>
<td>Lesson Seed 9 continued</td>
<td>Analysis of Shaw’s letter to <em>The Pall Mall Gazette</em></td>
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### Week Four

<table>
<thead>
<tr>
<th>Lesson Seed 10 continued Research</th>
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<tbody>
<tr>
<td>Mini lesson(s) on the research process</td>
<td>Research</td>
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<tr>
<td>Research/Writing Process</td>
<td>Research</td>
<td>Writing Process</td>
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### Week Five

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<thead>
<tr>
<th>Lesson Seed 10 continued Writing Process</th>
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<tr>
<td>World Café: Discuss the play from different cultural perspectives</td>
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