

Lesson Seed 6. Subtext
Advanced / Gifted and Talented (GT) English Language Arts
Grade: 7 GT Unit Title: The Sociological Approach to Literature: The Concept of Perspectives Length: 1 Day

Lesson Overview

Students will analyze oral interpretations of the same text to ascertain changes in vocalization in order to develop a symbolic system to communicate vocalization techniques. Students will then infer and explain the subtext of a character's lines. They will orally present vocalization choices by using volume, pitch, rate, and inflection in the presentation.

Teacher Planning, Preparation, and Materials

INTRODUCTION:

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).

- **Differentiate the Content, Process, and Product for Advanced / Gifted and Talented (GT) Learners**

Content refers to the key concepts of the curriculum; what students should know, understand, and be able to do.

Content Differentiation for GT learners

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 **acceleration**: Use more complex texts and materials, above grade-level standards, compacting; or move grade level content to an earlier grade. Implement strategies for **enrichment/extension**: Use overarching concepts, interdisciplinary connections, the study of differing perspectives, and exploration of patterns/relationships.

Content Differentiation in this Lesson:

In this lesson students explore the relationship between vocalization and subtext. Students participate in a wide-range of collaborative activities throughout this lesson which are aligned with the Common Core Standards 9-10 for . Speaking and Listening

Process 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.

Process Differentiation for GT Learners

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 **complex**; from more practice to **less repetition**; and from dependent to **independent**. Activities deepen understanding through authentic **inquiry**, **research**, and **creative production**.

Process Differentiation in this Lesson:

Students analyze the oral interpretations of professional actors and apply their knowledge of vocalization techniques to perform a variety of lines from the text. They develop visual representations for vocal techniques and use them to annotate the text so as to communicate subtext in their performances.



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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 monitor their progress throughout the lesson as they rehearse lines and reflect on performance choices.

- Apply the CCSS triangle for text complexity and the Maryland Qualitative and Reader and Task tools to determine appropriate placement. Analyzing the use of vocalization techniques and participating effectively in collaborative discussion is appropriate for the GT 7 student.
- 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

- 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 my speech reveal my unspoken message?

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.9-10.4 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 (N/A)

Writing

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Speaking and Listening

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)

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.

Lesson Procedure

1. Have students participate in a "Give One, Get One" activity in which they summarize the events from Act 4, scene 5. The teacher poses a question or topic. Students number their papers from 1-5. They write three ideas/answers independently. Then they must talk to at least two more students to get two additional answers and to give two of theirs "away."
2. Assign each student one line of Act 4, scene 5 beginning with line 32 ("Tell me, sweet Kate, and tell me truly, too.").
3. Using only the assigned lines, have the class read the assigned lines out loud in order as written in the play.
4. Ask the students to read their assigned lines to themselves 3 or 4 times until they feel comfortable saying them aloud.
5. Have students stand up, and without relying on the books, walk around the room "introducing" themselves to at least 10 other students. But instead of saying, "Hello, my name is..." have them say, "Hello, [insert assigned line]." *The purpose of this activity is to have students become fluent with the one assigned line. (SL.9-10.6)*
6. Once students have returned to their seats, repeat activity #3 in which the assigned lines are read out



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loud in order as written in the play.

7. Discuss how the two readings were different vocally after students had rehearsed their lines several times. Lead the discussion into uncovering the new vocabulary terms: *volume* (the loudness of a sound), *pitch* (the level of a sound in a musical scale, according to its frequency), *rate* (the speed at which one measured quantity happens), *inflection* (a change in the pitch or tone of the voice). These Tier 3 words may be added to the class wordwall or vocabulary plan. **(SL.9-10.1)**
8. Use think-pair-share to have students discuss the reasons why an actor would vary the volume, pitch, rate, and inflection. **(SL.9-10.1)**
9. Introduce the term *subtext* and have students use the prefix “sub” to help them derive the meaning of the word (an underlying meaning or message). Once again, have students think-pair-share to discuss the inter-relationship between subtext and changes in vocalization. **(L.9-10.3) (SL.9-10.1)**
10. As a class, develop a symbolical representation for the four vocalization terms. For instance, increasing volume could be an upward-pointing arrow. Practice as a class on an un-assigned line by identifying and recording the subtext and then marking the text with the class-created symbols. For instance, Hortensio delivers lines 82-84 at the end of the scene within the subtext that he has witnessed the taming of Katherine and feels so assured that he can tame the widow he intends to marry; therefore, his volume, pitch, and rate would create a tone of enthusiasm and his inflection might change with the word “this” to emphasize the taming lesson he has learned.
11. Have the students annotate their assigned lines by writing on post-it notes or re-copying the assigned line, recording the subtext and then adding the vocalization symbols.
12. If time allows, have the class read through the assigned lines for a third and final time. **(SL.9-10.6)**
13. Create groups of nine students to select and read the parts of Biondello, Lucentio, Gremio, Petruchio, Vincentio, Merchant, Tranio, Baptista, and Bianca/Katherine. Direct students to read Act 5, scene 1 within their groups while stopping to discuss subtext and vocalization choices along the way. **(SL.9-10.6) (RL.9-10.1) (RL.9-10.4) (SL.9-10.1)**
14. Have students switch roles while remaining in their nine-person groups to read the roles of Lucentio, Petruchio, Baptista, Hortensio, Widow, Katherine, Gremio/Vincentio/Tranio, Bianca, Tranio, and Biondello in Act 5, scene 2. **(SL.9-10.6) (RL.9-10.1) (RL.9-10.4) (SL.9-10.1)**
15. As an assessment, have students select one or more lines from their assigned characters in Act 5, scene 2. Have students identify the subtext and then explain the effect of the subtext on the vocalization choices. Have students consider how parts of the play might be interpreted differently if just read and performed. **(L.9-10.3) (RL.9-10.1) (RL.9-10.4) (W.9-10.2)** For homework, have students use the class-created symbols to mark-up the student-created monologues from the previous night’s homework. If students have posted the monologues to VoiceThread or some other Web 2.0 system, have students record an oral performance of the monologue in which the vocalization choices are utilized. **(SL.9-10.6) (RL.9-10.1) (RL.9-10.4) (SL.9-10.5) (W.9-10.6)**

