

Grade 5 GT Advanced / Gifted and Talented (GT) English Language Arts

Unit Title: The Search for Authenticity

Lesson Plan 2. *Research on Elizabethan Times* Length: 2 Days

Lesson Overview

Students will conduct research to gain background knowledge of Elizabethan England. Students will synthesize and present their findings in small groups in the form of a Jigsaw. Students will read *The Shakespeare Stealer* critically in order to compare the text to historical accounts of the era. Students will draw upon their knowledge of the era and in small group discussions to analyze and evaluate the authenticity of the portrayal of Elizabethan England in the text. Students will develop research questions to confirm or refute the historical authenticity of the text and draw upon multiple resources to answer their questions.

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:

Each student is held accountable for research and is responsible for teaching these findings to peers. The teacher, based on the needs of the students, may include higher-level informational texts to extend student knowledge. Integrating English and History, students discover major themes across time periods.

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**

Process Differentiation in this Lesson:

As students use the historical approach to analyze literature, they gain understanding in both the historical time period and the universal themes in Shakespeare's works. Using inquiry and research, students discover for themselves how literature often reflects the historical period in which it was written. In this lesson, the teacher acts as the facilitator, while students lead the discussions.



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production.

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:

Throughout the lesson, students set goals, plan, and self-monitor through a variety of group activities. Modeling real-world tasks of historians, students read informational texts to make comparisons to the novel. As closure to the lesson, students create an original multimedia presentation as a way of presenting findings to their peers.

- Apply the CCSS triangle for text complexity and the Maryland Qualitative and Reader and Task tools to determine appropriate placement. *Reading, discussing, and applying informational texts while studying literature aids in not only understanding the work but in assessing its validity as well.*
- 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>.



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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.

Essential Question

How does literature reflect the time in which it was written?

Unit Standards Applicable to This Lesson

Reading Literature

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

R.L.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Reading Informational Text

R.I.5.9 Integrate information from several texts on the same topic in order to write or speak about the topic knowledgeably.

R.I.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Writing

W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening

S.L.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

S.L.6.5 Include multimedia components (graphics, images, music, sound) and visual displays in presentations to clarify information.

Language

(N/A)



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Lesson Procedure

Day One

1. To activate/build background knowledge about Elizabethan England, students will conduct short research projects in small groups using the Jigsaw strategy. Students are put into small groups or home teams. Each member of the home team is assigned to an expert group in which he/she will work with other experts to learn material to teach to his/her home group members. Students work with members of their expert group to read about and/or research their topic. Students will prepare a short presentation and decide how they will teach their topic to their home team. Students return to their home teams and take turns teaching their team members the material. Home team members will take notes or complete a graphic organizer or chart with the new information.
2. Group students in home teams and provide them with topics relevant to the Elizabethan era. Suggested topics include, but are not limited to, the following:
 - a) The Globe Theater
 - b) Shakespeare's Life
 - c) The Plague
 - d) Queen Elizabeth I
 - e) Living Conditions in Elizabethan England
 - f) Lord Chamberlain's Men
 - g) Fencing
 - h) *Hamlet*
3. Allow students to choose which topics they will be researching in expert groups. Remind students that they will be in charge of teaching their home teams about each topic. Have students meet in expert groups based on their topics. Give expert groups time to decide and brainstorm what they already may know about the topic and what information they want to learn and share with their home teams. Work with expert groups as they develop questions that will effectively guide their research. **(W.6.7)**
4. Provide students with time to research their topics using books, online media resources, and websites. Suggested websites for research include the following:
 - a) <http://www.folger.edu/Content/Discover-Shakespeare/Shakespeares-Works/>
 - b) <http://www.folger.edu/template.cfm?cid=1256>
 - c) <http://www.folger.edu/documents/Hamlet%20Characters2.pdf>
 - d) <http://www.folger.edu/Content/Discover-Shakespeare/Shakespeares-Theater/>
 - e) <http://www.folger.edu/Content/Teach-and-Learn/Shakespeare-for-Kids/Discover-Our-Collection/Open-City/>
 - f) <http://shakespeare.palomar.edu/theatre.htm>
 - g) <http://shakespeare.palomar.edu/timeline/timeline.htm>
 - h) <http://www.bcps.org/offices/lis/models/meetmrs/studentresources.html>
 - i) <http://www.laits.utexas.edu/shakespearekids/winedale/globe.html>
5. As necessary, model for students how to take effective notes while researching. Guide students in quoting and paraphrasing information accurately and model/review appropriate citation of sources. **(W.6.7 and W.6.8)**
6. When students have had sufficient time to research, students return to their expert groups to discuss and synthesize their findings. Expert groups will work collaboratively to discuss and decide what information will most effectively provide their home teams with a deep understanding of the topic. **(R.I.6.2, R.I.5.9, S.L.6.1)**

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Day Two

1. Expert groups will work together to develop a presentation plan to share their topic with their home teams (<http://prezi.com/>, <http://www.glogster.com/>)
2. Students will return to their home teams and share what they learned in their expert groups. Students should take notes on their peers' presentations. **(S.L.6.5 R.I.6.2, R.I.5.9, S.L.6.1)**
3. Explain to students that they will read *The Shakespeare Stealer* critically to judge whether or not the author, Gary Blackwood, wrote a text that is historically authentic. At the end of the unit, they will be creating their own authentic character to add to the novel. **(R.L.7.9)**
4. Building upon students' current understanding of the concept of authenticity, have students work in their home teams to discuss this question: "How will we determine and evaluate the historical authenticity of *The Shakespeare Stealer*?" Have groups share their ideas using the Numbered Heads Strategy. This cooperative learning strategy has students work in a team. Each member of the team is given a number. The teacher asks a question and the group members must discuss the question and develop a response. The teacher calls out a number, and the student assigned to that number must share the group's answer. **(S.L.6.1)**
5. Explain to students that as they read the text, they will reflect on the historical information that is presented and determine whether it is an authentic portrayal of the time period. Explain that new questions about the time period will arise in order for students to determine and evaluate authenticity. **(R.L.7.9)**
6. Have students record their findings on a teacher-created graphic organizer, and model its completion by reading the summary of the book on the back cover. Ask students to determine and explain whether or not this summary is an authentic portrayal of the topic based on their research findings. Ask students if any additional questions need to be answered to confirm the authenticity and record those questions. **(R.L.7.9)**
7. Explain to students that as they read, they will continue to complete research based on the questions that arise in order to determine the authenticity of the novel. Tell students that at the culmination of the book, they will be evaluating the historical authenticity throughout the novel. This lesson will help students build evidence and create strong, well supported claims. **(R.L.7.9, W.6.7, W.6.8)**
8. Students should bring their graphic organizers to small group discussions to collaborate with their home teams in analyzing and evaluating historical authenticity of the text, developing new research questions, and sharing follow up research findings. **(R.L.7.1, R.L.7.9, W.6.7, R.I.5.9, W.6.8, S.L.6.1)**
9. In small group discussions, encourage students to share how the historical information is portrayed in the text and to defend whether the text presents authentic portrayals of the era. Guide students in developing research questions to confirm or refute the historical authenticity and assist them in continuing their research on the Elizabethan era as they read the novel. Student responses during discussions and their graphic organizers may serve as informal assessments to determine their understanding of historical authenticity. **(R.L.7.1, R.L.7.9, W.6.7, R.I.5.9, W.6.8, S.L.6.1)**