

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

Unit Title: *The Search for Authenticity*

Lesson Seed 5. Monologue Close Reading

Length: 1 Day

Lesson Overview

Students will complete a close reading of a monologue from Shakespeare's play *Hamlet*. After reading the speech and interpreting the figurative language, diction, key phrases, and vocabulary, students will discuss the essential question: *How is the concept of authenticity developed in Polonius' monologue?*

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:

Students complete a Close Reading of a complex, above grade-level text. Students explore the overarching concept of authenticity through both the Close Reading and the Shared Inquiry. For enrichment, students may analyze a Podcast and participate in a Think-Pair-Share on discussion questions.

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:

Through the participation in a Shared Inquiry, students explore the lesson essential question on a complex level, first developing a response independently and then revising that response based on peer discussion.



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

Unit Title: *The Search for Authenticity*

Lesson Seed 5. *Monologue Close Reading*

Length: 1 Day

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 revise initial responses to the essential question based on the Shared Inquiry discussion. Students use textual evidence to support their claims and must reflect on the Shared Inquiry to do so. During the Shared Inquiry, students set their own goals, monitor their progress, and reflect on their classmates' answers.

- Apply the CCSS triangle for text complexity and the Maryland Qualitative and Reader and Task tools to determine appropriate placement. *Students analyze a passage from Hamlet, an above grade-level play most often taught in high school.*
- 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



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

Unit Title: *The Search for Authenticity*

Lesson Seed 5. *Monologue Close Reading*

Length: 1 Day

their local school system.

Essential Question

How is the concept of authentic identity developed in Polonius' monologue?

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.

RL.5.2 Determine a theme of a story, drama, or poem from details from the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects on a topic.

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Reading Informational Text

(N/A)

Writing

W.6.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Speaking and Listening

SL.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-e)

Language

L.6.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings)

- Interpret figurative language including similes and metaphors, in context
- Recognize and explain the meaning of common idioms, adages, and proverbs
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

Lesson Procedure

- Due to the varying interpretations of this monologue and most of Shakespeare's other texts as well, it is important to research the background of the play briefly before settling on an interpretation. This particular monologue is a father (Polonius) providing advice to his son (Laertes) before Laertes leaves. Provide students with a short summary of the play Hamlet before moving forward with the close reading. It is also suggested that students view the video of Polonius delivering the monologue before beginning the close read (<http://www.cleanvideosearch.com/media/action/yt/watch?v=SgcdYOIjEM0>).
- Before completing the activity with students, the teacher will need to develop text-dependent questions to help guide the students in interpreting their section. For examples, See Lesson Resource 1.
- The teacher will model how to interpret the text, focusing on figurative language, diction, unknown words, and vocabulary. Students may need additional scaffolding due to the style and difficulty of Shakespeare's writing. When reading Shakespeare, it is also important to pay close attention to punctuation, as it will guide the reader and establish a pacing for the speech. Teachers may choose to



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

Unit Title: *The Search for Authenticity*

Lesson Seed 5. *Monologue Close Reading*

Length: 1 Day

use an online resource such as the Shakespeare Glossary (<http://www.shakespeareswords.com/Glossary.aspx>).

4. After the modeling, students will work in small groups or partners to interpret the remaining portion of the monologue. **(RL.7.1, RL.5.2 , RL.5.4, L.6.4, L.5.5)**
5. Have students independently answer the essential question, using textual evidence to support their answers.
6. After students have completed their own analysis, students will participate in a Shared Inquiry, focusing on the meaning of the monologue and the message Polonius is trying to communicate. Have students begin the Shared Inquiry by sharing their answers to the question “How Is the concept of authentic identity developed in Polonius’ monologue?” Students must use textual evidence to support their statements. Students will self-monitor their participation in the discussion using a participation rubric. After all students have shared their initial responses, students will then discuss what the monologue means and what message Polonius is trying to communicate. Students may also consider the following questions:
 - a) Are Polonius’ intentions authentic in delivering his advice to his son?
 - b) Why is it important to be true to yourself above all else? How will this prevent you from being false with anyone else?
 - c) How might Laertes use his father’s advice?
7. The teacher will debrief the Shared Inquiry.
8. Have students independently revise their initial answers to the essential question. Students should consider what they learned from their classmates, how their views on the topic were either strengthened or weakened, and what additional textual evidence would best support their opinions.
9. As a follow up, have students compose a reflection on the Shared Inquiry, focusing on their individual participation and what they learned from their classmates.
10. The teacher will collect the revised answers to the essential question as a formative assessment. **(SL.6.1, RL.7.1, RL.5.2 , RL.5.4, L.6.4, L.5.5)**



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

Unit Title: *The Search for Authenticity*

Lesson Seed 5. Monologue Close Reading

Length: 1 Day

Close Reading Questions

Lesson Resource 1

Text	Questions/ Definitions
<p>POLONIUS ¹ Yet here, Laertes! aboard, aboard, for shame!</p> <p>The wind sits in the shoulder of your sail, And you are stay'd for. There; my blessing with thee!</p> <p>And these few precepts in thy memory</p> <p>⁵ See thou character. Give thy thoughts no tongue, Nor any unproportion'd thought his act.</p> <p>Be thou familiar, but by no means vulgar.</p> <p>Those friends thou hast, and their adoption tried, Grapple them unto thy soul with hoops of steel;</p> <p>¹⁰ But do not dull thy palm with entertainment Of each new-hatch'd, unfledg'd comrade. Beware Of entrance to a quarrel; but, being in, Bear't that the opposed may beware of thee.</p> <p>Give every man thine ear, but few thy voice:</p> <p>¹⁵ Take each man's censure, but reserve thy judgment. Costly thy habit as thy purse can buy, But not express'd in fancy; rich, not gaudy:</p> <p>For the apparel oft proclaims the man; And they in France of the best rank and station</p> <p>²⁰ Are most select and generous chief in that.</p>	<p>What effect does the use of alliteration have on the text in lines 2-3?</p> <p>Shakespeare uses the word blessing in line 3. What does that imply about how Polonius feels about his son's journey?</p> <p>Explain what Polonius is saying in lines 5-7.</p> <p>What is Polonius saying about the value of friends in line 8? Why does he use the term <i>steel</i> in line 9?</p> <p>What is Polonius saying about acquiring new friends in line 10-11?</p> <p>What is Polonius trying to say about taking and giving advice?</p> <p>Why does Polonius remark about the clothes his son should wear?</p> <p>Why does Polonius suggest not lending money to or borrowing money from people in lines 21-23?</p>



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

Unit Title: *The Search for Authenticity*

Lesson Seed 5. Monologue Close Reading

Length: 1 Day

<p>Neither a borrower nor a lender be: For loan oft loses both itself and friend; And borrowing dulls the edge of husbandry. <i>This above all,—to thine own self be true;</i> <i>²⁵And it must follow, as the night the day,</i> <i>Thou canst not then be false to any man.</i></p>	<p>What is the purpose of starting every sentence in the speech with a verb? Why does Polonius save his advice in lines 24-26 for last?</p>
---	--

Definitions:

Precepts-bits of advice

Unproportioned- inappropriate

vulgar- rude, common

Grapple- fasten

Unfledged-unknown, untried

Quarrel- argument

Censure-advice

Habit- clothing

Gaudy- overly flashy or showy

Proclaims- defines

Husbandry-act of dealing with money

