

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

Unit Title: *The Search for Authenticity*

Lesson 7: *Artist's Interpretation* Length: 1 Day

Lesson Overview

Students will view, analyze, and discuss artwork that was inspired by Shakespeare's plays. Applying knowledge from their close readings of Shakespeare's monologues and soliloquies, students will collaborate to analyze and evaluate whether the artwork is an authentic portrayal of Shakespeare's work. Students will write letters to the artists of the Shakespearean-inspired pieces, arguing why the interpretation does or does not authentically portray Shakespeare's work.

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:

Using above grade-level standards, students analyze non-print text as they examine the overarching concept of authenticity in a different medium.

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 participate in a range of collaborative learning strategies: Carousel Brainstorming, Think-Puzzle-Explore, Discussion, and Numbered Heads. Through authentic inquiry, students discover the relationship between artwork and text as they evaluate authenticity.

Products are culminating experiences that cause students to rethink, use, and extend what they have



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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 apply learning meaningfully, writing a letter to the artist, arguing the authenticity in relation to Shakespeare's work.

- Apply the CCSS triangle for text complexity and the Maryland Qualitative and Reader and Task tools to determine appropriate placement. *Students use complex Shakespearean monologues and soliloquies to compare text to art.*
- 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 do visual artists interpret Shakespeare's plays?

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 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences 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.

Reading Informational Text

(N/A)

Writing

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

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)

Lesson Procedure

1. Select and display examples of art that have been inspired by Shakespeare's plays. **NOTE:** It is important that these examples illustrate characters from the monologues and soliloquies that the students' performed in the previous lesson, #6. Use the links in the Resources section, below.
2. Have students view and discuss the artwork in a Carousel Brainstorm or Gallery Walk. Post different pieces of Shakespeare-inspired artwork around the room with a piece of chart paper in close proximity. Divide students into groups and have them travel to each piece of Shakespeare inspired artwork, stopping to discuss the art for a specified period of time.

Two suggested approaches to analyzing artwork are OPTIC and Art Theory, which can both be used prior to this lesson. Using OPTIC allows for students to closely examine the meaning behind a work of art, an acronym for Overview, Parts, Title, Interconnections/Interrelationships, and Conclusion.

Using Art Theory allows students to examine the lines, shapes, emotions, and meaning in a work of art. Have students focus on the characters in the artwork specifically, as they will be creating an authentic character for *The Shakespeare Stealer* at the end of this unit.

3. When the time is up, students move on to the next station. At each station, have students activate their background knowledge about the Shakespearean artwork using the Artful Thinking strategy Think/Puzzle/Explore. At each piece of artwork, students will collaborate to respond to the following questions: What do you think you know about this artwork or topic? What questions or puzzles do you



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have? What does the artwork or topic make you want to explore? They should record their responses to Think/Puzzle/Explore on chart paper at each station. **(SL.6.1)**

4. Once students have explored initial reactions to all of the artwork, explain that they will re-examine the artwork inspired by Shakespeare's plays in order to analyze and evaluate its authenticity to the text and to their own interpretation of the texts. **(SL.6.1)**

Pose the following questions to groups and have them work together to respond:

- How does this piece of art illustrate an idea, feeling, or theme from the monologue you read? Use details from both the artwork and the play to support your response.
 - In what ways is the artist's interpretation similar or different to your interpretation?
 - In your opinion, does this piece authentically portray the event, a setting, character, or ideas in the monologue? Use details from both the artwork and the play to support your claim.
5. Give students time to discuss these questions and critically examine and analyze their artwork and their text. Circulate to each group and use follow-up questions to support and stimulate discourse about the artwork and text. Some possible probing questions include the following: Can you explain why you think that? Who else has a similar idea? Who thought something different? What in the painting makes you think that? How might you explore that idea further? Students should be encouraged to ask each other these questions as well. **(SL.6.1, SL.5.4, RL.7.1, RL.5.1)**
 6. Have groups share their ideas with the whole class using the 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. **(SL.6.1, SL.5.4, RL.7.1, RL.5.1)**
 7. After students have thoroughly discussed the artwork and determined whether or not it is an authentic portrayal of Shakespeare's work, have them use their ideas from the discussion to write a letter to the artist arguing why it does or does not authentically portray Shakespeare's work. Students should use details from the artwork and from the text as evidence to support their claims. If necessary, model for students how to write arguments to support claims with clear reasons and evidence. After students have written their letters, they can read and evaluate letters that their peers have written for effective arguments and claims. **(W.6.1, W.6.4, R.L.7.1, R.L.5.1)**

Resources:

Art inspired by Hamlet:

http://shakespeare.emory.edu/illustrated_playdisplay.cfm?playid=7

Art inspired by Macbeth:

http://shakespeare.emory.edu/illustrated_playdisplay.cfm?playid=16

Art inspired by A Midsummer's Night's Dream:

http://shakespeare.emory.edu/illustrated_playdisplay.cfm?playid=20

Art inspired by Julius Caesar:

http://shakespeare.emory.edu/illustrated_playdisplay.cfm?playid=12

Art inspired by Twelfth Night:

http://shakespeare.emory.edu/illustrated_playdisplay.cfm?playid=12

