

Instructional Lesson Seed 1: Duplicity
Advanced / Gifted and Talented (GT) English Language Arts
Grade: 7 GT Unit Title: The Sociological Approach to Literature: The Concept of
Perspectives Length: 2 Days

Lesson Overview	
Students will closely examine the concept of “duplicity” through a variety of vocabulary strategies. Students will activate prior knowledge of this term and will acquire new understanding through both a discussion and a reading. As a culminating activity, students will create a visual representation of this theme.	
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).	
<ul style="list-style-type: none"> • 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: <i>This lesson seed is aligned with above grade-level standards in Writing, Speaking and Listening, and Language, The term “duplicity” is an overarching concept for the unit, and students will build on this knowledge throughout the unit. Students explore patterns of duplicity in their society and in an informational text.</i>
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: <i>Students may choose to work independently or in groups for the vocabulary activity. Students generate their own categories for the vocabulary activity. Students work collaboratively in a Speakaround to engage in problem-solving. The students, not the teacher, monitor the discussion.</i>



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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 create an authentic visual representation of the term “duplicity.” Students participate in self-monitoring as they create the visual representation.

- Apply the CCSS triangle for text complexity and the Maryland Qualitative and Reader and Task tools to determine appropriate placement. The informational text on Janus is appropriate for GT 7 students. The examination of a theme topic in literature at a complex level is necessary 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
What causes a person to be duplicitous?
Unit Standards Applicable to This Lesson
Reading Literature (N/A)
Reading Informational Text RI.7.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
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.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.
Language L.9-10.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. L.9-10.5.b. Analyze nuances in the meaning of words with similar denotations.
Lesson Procedure
<u>Day One</u> <ol style="list-style-type: none">1. Display an image of the DC comic character “Two-Face.” Engage students in a discussion concerning the term “two-faced.” By viewing the comic book villain, students will have a visual representation in order to make connections with prior knowledge concerning duplicity and varying perspectives. Start with the idea of “two-faced” since students may not know the term “duplicity” (http://www.dccomics.com/).2. Have students brainstorm and record famous/infamous individuals who could be characterized as “two-faced.” Challenge students to record the names of characters from previously-read novels as well. This could be completed using sticky-notes or an online source such as Padlet (http://padlet.com/). (SL.9-10.5)3. Either as a class or individually, have students organize the generated names from step #2 into self-created categories.4. Have students complete a Quick Write in which they identify one of the self-created categories and explain the inclusion of the names.5. Have students generate a list of synonyms for “two-faced.” Use an online source such as Visuword (www.visuwords.com) or Visual Thesaurus (www.visualthesaurus.com) to further add to the class-generated list of synonyms. Once students have identified the word duplicitous or “duplicity,” have students deconstruct the word to discover its root word “du” and “plic,” the meaning of the root words,



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and other words that also contain the root words. Use a vocabulary strategy such as the Frayer Model Strategy

(<http://education.wm.edu/centers/ttac/resources/articles/teachtechnique/frontloadingvocabulary/index.php>) to have students record their new understanding of the term “duplicity.” (L.9-10.5.b.) (L.9-10.4.c)

6. Divide students into small groups to participate in a Speakaround. In a Speakaround, one person chooses the topic from a list or a stack of index cards and allows each person to see the topic. After a period of silence in which each member of the group thinks about the topic, the first person speaks on the topic. Each member then speaks in turn without interrupting. Once all group members have had a chance to speak, the first person chooses a second topic and the process continues. Possible Speakaround questions include: When in relationships have you chosen to be duplicitous? Is it ever justified to be duplicitous? Describe a time when you realized that someone was being duplicitous with you. What causes a person to be duplicitous? Does duplicity cause varying interpretations or do varying interpretations cause duplicity? (SL.9-10.1)

Day Two

1. Display images of comedy/tragedy theater masks to clarify if these masks could also serve as a symbol for duplicity or varying perspectives. Answers will vary.
2. Display an image of the Roman God Janus (<http://ancienthistory.about.com/cs/romangods/p/janus.htm>), having students make predictions on how Janus might be duplicitous.
3. Have students read an informational text on Janus (www.mythencyclopedia.com/Iz-Le/Janus.html or <http://www.mythography.com/myth/welcome-to-mythography/roman-gods/numen-1/janus/>). Students may annotate the text or utilize Cornell Notes while reading.
4. Lead students in a discussion on whether or not the faces of Janus could also serve as a symbol of duplicity or varying perspectives. Answers will vary. (L.9-10.5.b.)
5. Have students synthesize their developing understanding of the term “duplicity” by having students create a visual representation of their new understanding of “duplicity.” The teacher may choose to have students create a representation on paper or create a representation online. If using technology, utilize Tagxedo (<http://www.tagxedo.com/>) or Wordle (www.wordle.net). (W.9-10.2) (W.9-10.10)
6. Students should revisit this concept throughout the reading and examination of *The Taming of the Shrew*.

Interdisciplinary Connection: Have students explore the origin of the comedy/tragedy theatre masks by researching the use of masks in Greek theater. (L.9-10.5.b.) (SL.9-10.5)

Resources:

"Frontloading Vocabulary in Core Content Classes: Instructional Strategies." *W&M School of Education*. N.p., n.d. Web. <<http://education.wm.edu/centers/ttac/resources/articles/teachtechnique/frontloadingvocabulary/index.php>>.

"Janus - Roman God Janus." *About.com Ancient / Classical History*. N.p., n.d. Web. <<http://ancienthistory.about.com/cs/romangods/p/janus.htm>>.

"Myths Encyclopedia." *Janus*. N.p., n.d. Web. <<http://www.mythencyclopedia.com/Iz-Le/Janus.html>>.

"Two-Face." *Two-Face - DC Comics Database*. Wikia, n.d. Web. <<http://dc.wikia.com/wiki/Two-Face>>.

