

Lesson Seed 4. A Perspective on Puns
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
 In this lesson sequence students determine the relationship between varying perspectives and humor. They will specifically focus on the use of puns to create humor. After discussing puns in their own lives and viewing a 20th century comedy, students will compose an original dialogue which incorporates humor.

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.

<p>Content Differentiation for GT learners</p> <p>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.</p>	<p>Content Differentiation in this Lesson:</p> <p><i>This lesson seed is aligned with above-grade level standards in Reading Literature, Writing, Speaking and Listening, and Language. Prior knowledge on the use of humor is built upon at the beginning of the lesson. Students examine the relationship between varying perspectives and humor, making connections to the play.</i></p>
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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.

<p>Process Differentiation for GT Learners</p> <p>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.</p>	<p>Process Differentiation in this Lesson:</p> <p><i>After students are asked to share appropriate jokes with peers, students independently determine the meaning of the word “pun.” Students identify and explain the use of puns on an independent level. Students compose a creative dialogue at the end of the lesson.</i></p>
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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:

At the end of the lesson students will compose a written dialogue between Petruchio and Katherine, effectively incorporating puns. Students will set goals, plan, and self-monitor. They will also self-reflect on their choices for the dialogue.

- Apply the CCSS triangle for text complexity and the Maryland Qualitative and Reader and Task tools to determine appropriate placement. Examining the relationship between varying perspectives and humor is a complex task for GT 7 students who will apply this knowledge to compose an original dialogue.
- 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(s)
How is humor created and why? What is the relationship between puns and perspectives?
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.9-10.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Speaking and Listening SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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. L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Lesson Procedure
<ol style="list-style-type: none">1. Have students record a school-appropriate joke. As students verbally share the joke, categorize the jokes into two columns (those that use puns to create humor and those that do not) without sharing the categories. This strategy is based on Jerome Bruner's Concept Attainment Strategy developed in <i>A Study of Thinking</i> (1956) through which students figure out the attributes of a group of related terms provided by the teacher.2. Ask students to infer the categories used for the teacher-led sorting and use guiding questions until the concept of puns is verbalized. Examples of jokes with puns can be found on http://wilk4.com/humor/humorm50.htm and http://www.bitoffun.com/forums/witticisms-f29/puns-some-good-some-bad-t15277.html. (L.9-10.5)3. Add the term "pun" as a third tier vocabulary word to the vocabulary plan implemented in Lesson Seed 3 of this unit.4. Show the video of Abbott and Costello's comedy sketch "Who's on First?" while students list the puns used. Visual students might want to draw a baseball diamond and list the puns on the diagram. Students may also be provided with a transcription of the comedy routine to highlight while viewing. Have students discuss the effectiveness of the humor.5. Assess students' ability to identify puns by visually monitoring their work during the video or by verbally questioning them after the conclusion of the video.6. Discuss reasons for the use of puns by comedians. Explain that puns can be categorized into three groups: gag (grouping of words clustered together to create a quick laugh), bawdy (grouping of words



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with a double-meaning, one of which is sexual), and poetic (grouping of words in which the double-meaning relates to a deeper concept [such as a theme of the play] in order to make the audience ponder). Ask which type of pun was being used by Abbott and Costello. Have students make inferences about why these puns were used. **(L.9-10.5) (L.9-10.3)**

7. Read Act 1, scene ii of *The Taming of the Shrew* as a class by having each student read one sentence at a time. For example, reader 1 will read lines 1-4 and stop after saying the word "Hortensio." Reader 2 will finish line 4 and stop at the end mark. This strategy focuses attention on sentence structure and word choice instead of on characterization. Continue reading in this manner until line 45.
8. Have students review lines 1-45 to locate at least one example of a pun (possible answers: knock, rap, ring). Have students view the Zeffirelli version of this scene. If possible, also have the students view the BBC version of this scene. **(RL.9-10.4)**
9. Have the students complete a Quick Write in which they infer the reason for Shakespeare's use of a pun when first introducing the character of Petruchio. This activity can become a tie to Lesson Seed 6 which focuses on characterization. **(RL.9-10.1) (L.9-10.3)**
10. Finish reading the scene as a class. Although there are no further overt puns in this scene, an extension can be added to have students focus on Shakespeare's wordplay, in particular his partnering of words for effect ("happy gale" line 49; "moves/removes" line 73; "wealthily/happily in Padua" lines 76-77; "board" line 96; "figure/disfigure" line 115; "what a thing it is/what an ass it is" line 160-161; "deeds shall prove/money shall prove" lines 178-179).
11. Remind students that the unit focuses around the idea of varying perspectives. Discuss the relationship of puns and perspectives. Possible questions to discuss:
 - a) Do puns rely on varying perspectives?
 - b) Do gag, bawdy, and poetic puns utilize different levels of perspective?
 - c) Is the intention of writing a pun within a play an act of duplicity toward the audience or toward other characters who are on-stage with the speaker? **(SL.9-10.1c)**
 - d) Have students compose a brief dialogue between Petruchio and Katherine during their first encounter which utilizes a pun to create humor. Have the students label the pun as gag, bawdy, or poetic. Have students compose a brief analysis explaining the reason behind this pun and how this pun creates humor. This dialogue can create a connection with Lesson Seed 6 during which students will be reading Petruchio and Katherine's first meeting. **(L.9-10.5) (W.9-10.3d)**
12. For homework, have students complete a close analytical reading to find and explain varying perspectives found in lines 132-138 and 145-161 of the Folger edition. Students should continue to chart examples of varying perspectives. **(L.9-10.5) (RL.9-10.4)**

Text(s):

Shakespeare, William. *The Taming of the Shrew*. Folger Shakespeare Library: New York, 1992. Text.

The Taming of the Shrew. Dir. Franco Zeffirelli. Perf. Elizabeth Taylor and Richard Burton. Columbia Pictures. 1967. Film.

Taming of the Shrew. Dir. Jonathan Miller. Perf. John Cleese, Simon Chandler, and Anthony Pedley. BBC. 1980. Film.

