

Advanced/Gifted and Talented (GT) English Language Arts Grade 7

The Sociological Approach to Literature: The Concept of Perspectives

Unit Overview (22 days)

This unit uses the overarching concept of perspectives as a tool for analyzing and interpreting William Shakespeare's play *The Taming of the Shrew*. Students will be introduced to the sociological approach to literary criticism and will apply this approach to interpret the play from the perspectives of different cultures. Students begin by exploring the concept of perspective through discussion and writing. Folk tales and vocabulary development will be used as entry points to the examination of the play. While reading the play, students will analyze the role of Elizabethan women, Shakespearean language choices such as inversion, puns, extended metaphors, characterization, and the universal theme of perspectives. Lesson seeds which develop the fundamental concepts of play performance, including staging, subtext, and vocalization, are applied in the Multiple Perspective Performance in which partners will perform a short dialogue utilizing two different interpretations. Accompanying "Director's Cut" videos will clarify the actors' intentions. Finally, the sociological approach to literary criticism will be introduced and applied in a summative performance assessment: After conducting research on the norms of a modern culture, students will compose an argument stating whether or not that culture would accept or reject the cultural norms and themes embedded in *The Taming of the Shrew*. Students will present their arguments in a culminating role-playing activity called World Café.

Essential Question

How can varying perspectives lead to multiple interpretations?

Unit Standards

Reading Standards for Literature:

Key Ideas and Details

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.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail the development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

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 Literature: RL.11-12.4 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, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events with it (e.g., parallel plots) and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.



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Integration of Knowledge and Ideas

RL.9-10.7 Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

Range of Reading and Level of Text Complexity

RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Standards for Informational Text:

Key Ideas and Details

RI.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.

RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Craft and Structure

RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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.

Range of Reading and Level of Text Complexity

Writing Standards:

Text Types and Purposes

W.7.1.a. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among claims, reasons, and evidence.

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning relevant and sufficient evidence.

W.9-10.1.a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1.b. Develop claim(s) and counterclaims fairly, supplying evident for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1.e. Provide a concluding statement or section that follows from and supports the argument presented.

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.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete



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details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured events sequences.

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.

Production and Distribution of Writing

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Range of Writing

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 Standards:

Comprehension and Collaboration

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.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1.c. 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.

SL.9-10.1.d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas



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SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience, and task.

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.

SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 54 for specific expectations.)

Language Standards:

Conventions of Standard English

L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of 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.9-10.3.a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibility from a range of strategies.

L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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

L.9-10.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.5.b. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Student Outcomes

- Students will examine the universal theme of perspectives.
- Students will analyze Shakespeare's use of diction in *The Taming of the Shrew*.
- Students will compose monologues.
- Students will interpret and perform a Shakespearean scene using multiple interpretations.
- Students will utilize the sociological approach to literary criticism to evaluate *The Taming of the Shrew*.
- Students will conduct research on a modern culture
- Students will compose an argument.
- Students will present an argument to their peers.



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Suggested Texts

Anchor Texts

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

Informational Texts

- “The Goode and the Badde” <http://www.folger.edu/eduPrimSrcDtl.cfm?psid=56>
- “Reading Shakespeare’s Language” located in preface of play
- “The Sociological Approach to Literary Criticism”
- Culture Grams and other articles pertaining to modern cultures
- “Cultural Norms” <http://www.answers.com/topic/cultural-norms-1>

Short Stories

- “King Thrushbeard” and other Taming a Shrewish Wife folk tales

Poems/Songs

- various song lyrics
- “Women” by Alice Walker
- “Fences” by Pat Mora
- “The Gentry” by Elmaz Abinader

Literary Criticisms

- George Bernard Shaw’s criticism of *The Taming of the Shrew* under a pen name dated 6/7/1888 and published 6/8/1888 in *The Pall Mall Gazette* can be found in the 2009 Norton Critical Edition of *The Taming of the Shrew* edited by Dymphna Callaghan on pages 139-140 (mistakenly signed as ‘Horatio’ in the Norton version, not ‘Horatia’ as appears in the source taken from the primary document in the resource section below and online from a source such as http://www.archive.org/stream/georgebernardsh00hendgoog/georgebernardsh00hendgoog_djvu.txt in sections 196 and 197.) Read information about use of books in the public domain at the site.

Assessments

- Pre-assessment: Exploration of essential question
- Formative Assessments: Explanatory written response, monologue, discussion, presentations
- Performance-based Assessment: Multiple Interpretations Performance with Director’s Cut
- Summative Performance Assessment: Argument Essay

Lesson Seeds

1. Duplicity
2. Playwright’s Toolkit.
3. Shakespeare’s Women
4. Puns and Wordplay
5. Shrew or Falcon? Extended Metaphor
6. Subtext and Vocalization
7. Socratic Seminar
8. Multiple Interpretations Presentation
9. The Sociological Approach to Literature
10. Cultural Norms Research Paper



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Interdisciplinary Connections – Literacy

- Applications of psychological theories
- Historical and cultural connections (Elizabethan England, chosen culture)
- Dramatic connections (acting out the Multiple Interpretations Performance)
- Artistic connections (creating visual representations)

Additional Resources

Websites

- <http://ancienthistory.about.com/cs/romangods/p/janus.htm> (Janus - Roman God Janus)
- <http://www.mythencyclopedia.com/Iz-Le/Janus.html> (Janus)
- <http://www.pitt.edu/~dash/type0900.html> (“King Thrushbeard” and Other Taming a Shrewish Wife Folk Tales)
- <http://education.wm.edu/centers/ttac/resources/articles/teachtechnique/frontloadingvocabulary/index.php> (Vocabulary Development)
- <http://ezinearticles.com/?Teachers---Vocabulary-Development---Differentiating-Between-and-Among-Tier-1,-2,-and-3-Words&id=1827199> (Vocabulary Development)
- <http://www.myspace.com/video/national-geographic/animals-attack-shrew-vs-snake/44682872> (Background on Shrew)
- <http://ezinearticles.com/?Teachers---Vocabulary-Development---Differentiating-Between-and-Among-Tier-1,-2,-and-3-Words&id=1827199> (Vocabulary Development)
- <http://ezinearticles.com/?Teachers---Vocabulary-Development---Differentiating-Between-and-Among-Tier-1,-2,-and-3-Words&id=1827199> (Readers Theater)
- <http://www.gutenberg.org/files/3825/3825-h/3825-h.htm> (*Pygmalion*)
- “Who’s on First” video available at numerous websites
- http://www.nethelper.com/article/The_Taming_of_the_Shrew (Synopsis of the Play)
- www.culturegrams.com (Cultural Norms)
- www.wordle.net (Creating a Visual Representation)
- <http://www.taqedo.com/> (Creating a Visual Representation)
- <http://wilk4.com/humor/humorm50.htm> (Puns and Jokes)
- <http://padlet.com/> (Formerly Known as “Wallwisher”)
- <http://www.pbs.org/falconer/falconry/index.htm> (Background on Falconry)
- <http://www.facinghistory.org/resources/strategies/socratic-seminar> (Socratic Seminars)
- <http://www.theworldcafe.com/method.html> (World Cafe)

Films

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.

