

**Lesson Seed 10: Cultural Norms Research**  
**Advanced / Gifted and Talented (GT) English Language Arts**  
**Grade: 7 GT      Unit Title: The Sociological Approach to Literature: The Concept of**  
**Perspectives      Length: 8 Days**

**Lesson Overview**

Students will identify and examine cultural norms in their society. After examining a variety of sources, they will determine 19<sup>th</sup> century norms. Students will then analyze George Bernard Shaw’s letter under a pen name to The Pall Mall Gazette in order to examine or review persuasive writing and to explore the essential question.. To begin the research project, students will examine their own 21<sup>st</sup> century cultural norms and Shakespeare’s 16<sup>th</sup> century cultural norms to have a basis for comparison when they research a different modern culture’s norms. Students will choose a modern culture to research to identify its cultural norms and determine if the culture might accept or reject the cultural norms of *The Taming of the Shrew*. They will then complete the research process including identifying credible sources, narrowing a search, using online and other media sources effectively, using a data gathering system, categorizing information, paraphrasing and summarizing, creating a thesis statement, writing an outline, writing an introductory paragraph, inserting internal citations, writing a concluding paragraph, and creating a Works Cited page. Students will consider attributes of research writing including the 6 + 1 writing traits, formal writing style, avoiding plagiarism, and synthesizing information. Students will self-assess at various points in the process. They will participate in mini-lessons on parts of the process conducted by the media specialist or their teacher, or they may choose online mini-lessons. Enrichment activities to increase their understanding of cultural norms may be completed throughout the process. At the conclusion of the project, students will share their research with their classmates in a forum like World Café.

**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:**  
*This Lesson Seed addresses above-grade-level standards in Reading Informational Text and Writing. Student readiness has been assessed throughout the unit, giving the teacher an appropriate starting point for this culminating project. Students analyze the perspectives of multiple cultures. Enrichment activities may be included throughout the project, to increase student understanding of cultural norms.*



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<b>Process</b> 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.	
<b>Process Differentiation for GT Learners</b> 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 <b>complex</b> ; from more practice to <b>less repetition</b> ; and from dependent to <b>independent</b> . Activities deepen understanding through authentic <b>inquiry</b> , <b>research</b> , and <b>creative production</b> .	<b>Process Differentiation in this Lesson:</b> <i>The research project deepens student understanding through authentic inquiry, research, and production as they apply what they have learned to compose a well-written paper.</i>
<b>Products</b> are culminating experiences that cause students to rethink, use, and extend what they have learned over a period of time.	
<b>Product Differentiation for GT Learners</b> Differentiated products or performance tasks require students to apply learning meaningfully to complex, <b>authentic tasks</b> 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 <b>goal-setting</b> , <b>planning</b> , and <b>self-monitoring</b> .	<b>Product Differentiation in this Lesson:</b> <i>Because this project is independent, students set goals, plan, and self-monitor throughout the process. Learning is meaningful applied as students learn how to formulate a claim and support their claim with evidence from a variety of informational texts.</i>

- Apply the CCSS triangle for text complexity and the Maryland Qualitative and Reader and Task tools to determine appropriate placement. *In this lesson students will be utilizing a variety of above grade-level informational texts.*
- 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



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For more information about how UDL addresses the needs of gifted learners, go to [http://www.udlcenter.org/screening\\_room/udlcenter/guidelines](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.

**Essential Question**

How do varying perspectives lead to varying interpretations of a work of literature?

**Unit Standards Applicable to This Lesson**

**Reading Literature (N/A)**

**Reading Informational Text**

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.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.

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.

**Writing**

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.9-10.4. 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.9-10.7. 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.



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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.

**Speaking and Listening**

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.

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 and appropriate to purpose, audience, and task.

**Language**

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

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

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.9-10.6. 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.

**Lesson Procedure**

Day One

1. The teacher will explain the definition of cultural norms by reading, screening, and using a source such as "Cultural Norms." Encyclopedia of Public Health. Copyright © 2002 by The Gale Group, Inc. or [http://www.cliffsnotes.com/study\\_guide/Cultural-Norms.topicArticleId-26957,articleId-26853.html](http://www.cliffsnotes.com/study_guide/Cultural-Norms.topicArticleId-26957,articleId-26853.html). The teacher may also utilize the definition at the end of the lesson instructions adapted from the second source listed. **(L.9-10.6)**
2. Students will explore their cultural norms by evaluating cultural norms on a chart. See suggested Resource 1 "Cultural Norms Chart." They will then discuss their responses with a small group. In the whole group the class should discuss areas where students have varying responses. The teacher may ask questions similar to the following: Would any of these answers change if your parents/guardians or grandparents were asked when they were your age? Why or why not? This will show how cultural norms do or do not change over time. (Ex. of a change in cultural norms: limited women's opportunities to participate in sports in the U.S.A. were culturally acceptable until Title IX legislation.) Students will save the chart to use during step 9. **(SL.9-10.1.d)**



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3. Help in understanding cultural norms of George Bernard Shaw's time are in the essay "Marriage in the Victorian Era" by Jen Ziegenfuss found at <http://www.clas.ufl.edu/users/agunn/teaching/enl3251/vf/pres/ziegenfuss.htm>. Reading this information prior to Shaw's letter will help students identify cultural norms of the era. Some of the teacher resources may be carefully adapted for additional information about cultural norms.
4. The teacher will introduce Shaw's critique of *The Taming of the Shrew* in his letter under a pen name to *The Pall Mall Gazette*. One word with which most students may be unfamiliar is fop, defined as a man overly concerned about having a fashionable appearance to the point where others ridicule him. This is a key word to understand how Petruchio is presented differently in the 19<sup>th</sup> century production from a production in Elizabethan times. (Since this is a tier 3 word, it is unnecessary to include it with vocabulary terms). The teacher will set the purpose for students' reading to identify the author's claim, argument, reasons, evidence, and the cultural norms of 19<sup>th</sup> century England contrasting with the cultural norms of Shakespeare's time. (Shaw's claim: Shaw claims that *The Taming of the Shrew* should never be performed. Shaw wants his readers to believe that the 19<sup>th</sup> century audience's laughter at Petruchio as a dandy seeking dominance for fun is more despicable than portraying Petruchio as a cruel, fortune hunter, intent on crushing Katherine's spirit. The first portrayal contradicts Shaw's perception of 19<sup>th</sup> century England's acceptance of women as equal. The second portrayal is the accepted Elizabethan cultural norm, that a wife is the property of her husband.) **(L.9-10.4.a)**
5. Individually, students will read Shaw's letter to *The Pall Mall Gazette*. In order to review the parts of a persuasive piece of writing, students will identify the author's claim, argument, reasoning, evidence, and counterargument by annotating a copy of the letter. Students will also identify cultural norms of Shaw's time that he contrasts with the cultural norms from the setting of *The Taming of the Shrew*. After individually marking up the text, students can discuss in pairs or in small groups, referring to the text of the letter and of the play to support their reasons. **(RI.9-10.1, RI.9-10.6, RI.9-10.8)**
  - a. Extensions for students – choose one of the following:
    - (1) Write a response to Shaw's letter from the point of view of one of the fops Shaw ridicules or from a point of view of your choice, such as one of the actors in the play or another member of the audience with a different perspective based on his/her background.
    - (2) Identify the types of appeals Shaw uses (you may use more than one) and support your answer with details from the letter: logical appeal – appealing to reason, also known as logos; emotional appeal – appealing to fear, pity, anger, etc. also known as pathos; and moral/ethical appeal – appealing to common cultural norms, also known as ethos.
    - (3) Answer the following in the product of your choice: What is the effect on the reader of Shaw's pretending to be the wife of a cleric?
    - (4) What additional argument(s), evidence, or reason(s) could Shaw have made to support his claim? **(RI.9-10.1, RI.9-10.6, RI.9-10.8)**
6. Students will discuss and present their findings as a whole group. The teacher will assess students' understanding of Shaw's claim and support and the cultural norms of both time periods, and correct misconceptions. Students will check their responses and confirm or change them during the whole class discussion. Students who complete extension activities can present them to the class. **(SL.9-10.1.c, SL.9-10.1.d, SL.9-10.3, SL.9-10.4)**
7. Students will identify the organizational structure of the letter (main idea and supporting details delineated as claim with supporting arguments, evidence, reasons, and counterclaim) and the type(s) of appeals Shaw uses the following appeals: logical appeal – appealing to reason, also known as logos; emotional appeal – appealing to fear, pity, anger, etc. also known as pathos; and moral/ethical appeal – also known as ethos used in the letter as a review. **(RI.9-10.8)**



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Day 2

1. The teacher will introduce the details of the research project and rubrics. See suggested Resource Sheet 1 "The Research Project." Students will check the rubrics throughout the research process.
2. After all research is completed, students will compare the cultural norms of their researched group with Elizabethan cultural norms. In order to have a basis for comparison with a contemporary society's cultural norms, students will identify additional cultural norms of the Elizabethan period that are revealed in *The Taming of the Shrew* in two ways:
  - a. Reviewing the cultural norms survey to determine if related cultural norms are revealed in the play
  - b. Reading expository text about 16<sup>th</sup> century cultural norms adapted from sources such as <http://www.elizabethan.org/compendium/10.html> *Life in Elizabethan England, A Compendium of Common Knowledge, 1558-1603* An Elizabethan Commonplaces for Writers, Actors, and Re-En-Actors written and edited by Maggie Secara or [http://www.metmuseum.org/toah/hd/cour/hd\\_cour.htm](http://www.metmuseum.org/toah/hd/cour/hd_cour.htm) Deborah L. Krohn's essay "Courtship and Betrothal in the Italian Renaissance." **(RI.9-10.1, RI.9-10.6)**
3. After listing Elizabethan cultural norms from survey charts and from the sources, students will discuss their choices with partners or in small groups. Then in a whole class discussion, students will share and add to their lists of cultural norms of the Elizabethan period that are revealed in *The Taming of the Shrew*. **(SL.9-10.1.d, SL.9-10.4)**
4. Each student will identify a modern society's cultural norms to research. The teacher may develop a list of societies, countries, or cultural groups from which students can choose.
5. The teacher and/or media specialist will teach/review the research writing process. Topics that students need to know to conduct research include identifying credible sources; narrowing a search; using online and other media sources effectively; using a data gathering system (such as note cards, graphic organizers, or computer programs like Inspiration); categorizing information; paraphrasing and summarizing; avoiding plagiarism; using the 6 + 1 writing traits; maintaining formal writing style; using a research writing style; creating a thesis statement; writing an outline; writing an introductory paragraph; inserting internal citations; writing a concluding paragraph; and creating a Works Cited page. The teacher or media specialist can conduct whole class or small group mini-lessons or help students choose support for their individualized needs within sources such as the school system's sources, Purdue University's writing center at <http://owl.english.purdue.edu/> or other approved sites. **W.9-10.1, W.9-10.1.a, W.9-10.1.b, W.9-10.1.d, W.9-10.1.e, W.9-10.4, W.9-10.5, W.9-10.7, W.9-10.8)**
6. Students will research using online and traditional sources for information. Some county school systems have purchased [www.culturegrams.com](http://www.culturegrams.com) World edition (for 7-12 grades) that could be a source for research. Other online sources may include <http://search.ebscohost.com/> or <http://infotrac.galegroup.com/> or <http://streaming.discoveryeducation.com/> or <http://worldology.com/> or an online encyclopedia like *Grolier* or *World Book*, or many additional sites or texts for specific countries approved by the teacher's specific school system. **(W.9-10.8)**
7. Students will gather information using an organizational system like note cards, graphic organizers, or electronic programs their school system may have such as Inspiration (see <http://www.inspiration.com/> for details about the program). Categorizing information will depend on the discoveries individual students make during the research process. For example, if a student has identified one contemporary society that has three cultural norms that compare with cultural norms of the Elizabethan period revealed in *The Taming of the Shrew*, each of the cultural norms could be a separate category. Students will complete the gathering information rubric. See suggested Resource Sheet 2 "Sample Rubrics." **(W.9-10.6)**
8. Students will compose a Works Cited page and update it throughout the writing process. Students will review the Works Cited rubric. See suggested Resource Sheet 2 "Sample Rubrics." **(W.9-10.8)**



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Day Three

1. Students will analyze gathered information and develop a thesis statement. See suggested Resource Sheet 2 “Sample Rubrics.” The teacher may choose to evaluate thesis statements as a formative assessment. **(W.9-10.1.a)**
2. Students will identify claims and counterclaims and the appropriate support for each. (W.9-10-1.b)
3. Students will organize the thesis statement, claims, counterclaims, and support into outlines or other organizational pre-writing tools. The teacher may choose to evaluate the organizers as a formative assessment. Students will review the outline rubric. See suggested Resource Sheet 2 “Sample Rubrics.” **(W.9-10.3.c)**

Day Four

1. Students will reread the final draft rubric, then write a first draft and revise. **(W.9-10.3.c, L.9-10.3.a)**
2. Students will confer with a peer (and possibly the teacher). **(SL.9-10.1.d)**
3. Students will revise based on conferences. Teacher may evaluate the revised first draft as a formative assessment. **(W.9-10.5)**

Day Five

1. Students will edit and proofread the second revised draft. **(L.9-10.1, L.9-10.2, L.9-10.3.a)**
2. Students will make a review of the final draft rubric. See suggested Resource Sheet 3 “Final Paper.”

Days Six-Eight

3. Students will share their findings about the cultures they investigated. This could be accomplished through online discussions like blogs, or in a classroom format like World Café. See information and directions for World Café at a source such as <http://www.theworldcafe.com/method.html> or other sources. Students will take their papers to the World Café to discuss how their chosen culture views cultural norms from *The Taming of the Shrew*. The teacher will set up ‘café tables’ in the World Café to highlight different cultural norms students identified in *The Taming of the Shrew* from step 10. Students should compare and contrast cultural norms and perspectives. Students may synthesize information to come up with generalizations about modern societies.
4. Students will submit final drafts for assessment.

Extension/enrichment: Students will view a film version of *The Taming of the Shrew* such as Zeffirelli’s production featuring Elizabeth Taylor and Richard Burton. Students will model work after Shaw’s critique of *The Taming of the Shrew* which he wrote from the point of view of a Devonshire cleric’s wife. From the point of view of a person of the culture researched, a student will write a letter to the editor of a newspaper or make a public service announcement for a television station in a city or area where one can pretend Zeffirelli’s *The Taming of the Shrew* has been seen. The student will express agreement or disagreement with the cultural norms in the film. The student will refer to specific visual elements of the film such as staging, costumes, non-verbal communication, use of camera to frame or interpret a scene, lighting effects, or other visual components, as well as the script, that emphasize acceptance or rejection of cultural norms. (For students who have already demonstrated mastery of the research writing process, teachers might consider assign this to differentiate instruction.) **(SL.9-10.1.c, SL.9-10-1.d, SL.9-10.3, SL.9-10.4)**



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**Cultural Norms**  
**Resource Sheet 1**

**Norms** are the standards of a culture. They are the agreed-upon expectations and rules by which a culture guides the behavior of its members in any given situation, from small to important actions. Norms vary widely across cultural groups, for example, some groups desire fairly direct eye contact when conversing with others, while some groups may avert their eyes as a sign of politeness and respect.

Sociologists speak of four main types of norms: *folkways*, *mores*, *taboos*, and *laws*. **Folkways**, sometimes known as “conventions” or “customs,” are standards of behavior that are socially approved but not morally significant. For example, belching loudly after eating dinner at someone else's home breaks an American folkway. **Mores** are norms of morality. Breaking mores, like a groom insisting on leaving his own wedding feast before anyone has eaten, will offend most people of a culture. Certain behaviors are considered **taboo**, meaning a culture absolutely forbids them, like child abuse. Finally, **laws** are a formal body of rules enacted by a government. Virtually all taboos are enacted into law, although not all mores are.

Adapted from “Cultural Norms” [http://www.cliffsnotes.com/study\\_guide/Cultural-Norms.topicArticleId-26957,articleId-26853.html](http://www.cliffsnotes.com/study_guide/Cultural-Norms.topicArticleId-26957,articleId-26853.html)

**Cultural Norm Survey**

What is your cultural norm? How would you rate these “cultural” activities? See samples.

“Cultural” Activity	Acceptable all the time	Never Acceptable	This is acceptable part of the time because or when...	This is unacceptable part of the time because or when...
The first two are samples.				
<i>Sample: flossing teeth</i>			<i>A person's alone.</i>	<i>It's gross to watch!</i>
<i>Blowing out someone else's birthday candles</i>		X		
Burping (loudly)				
Burping (softly)				
Eating with fingers				
Licking finger while eating				
Talking while chewing				
Eating someone else's food				
Sharing food from the same plate				
Refusing to eat				
Refusing to feed a guest				
Wearing a bathing suit				
Wearing pajamas				
Wearing athletic shoes				
Wearing formal shoes				
Wearing mismatched clothes				



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Wearing a costume				
Talking on a phone				
Texting during a social event				
Arriving after an event has begun				
Speaking angrily to someone who works for you or your family				
Speaking angrily to your parent/guardian				
Speaking angrily to your sibling				
Speaking angrily to your friend				
Yelling in public				
Ignoring someone				
Treating genders differently				

Add your own “cultural activity” to the bottom three rows!



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**Shaw's Letter to *The Pall Mall Gazette***

(Source: Google partnership with libraries to digitize public domain materials and make them widely accessible. [http://www.archive.org/stream/georgebernardsh00hendgoog/georgebernardsh00hendgoog\\_djvu.txt](http://www.archive.org/stream/georgebernardsh00hendgoog/georgebernardsh00hendgoog_djvu.txt) in sections 196 and 197. Downloaded on 7/03/2012.)

*To the Editor of the Pall Mall Gazette.*

*Sir, — They say that the American woman is the most advanced woman to be found at present on this planet. I am an Englishwoman, just come up, frivolously enough, from Devon to enjoy a few weeks of the season in London, and at the very first theatre I visit I find an American woman playing Katharine in *The Taming of the Shrew* — a piece which is one vile insult to womanhood and manhood from the first word to the last. I think no woman should enter a theatre where that play is performed; and I should not have stayed to witness it myself, but that, having been told that the Daly Company has restored Shakespear's version to the stage, I desired to see with my own eyes whether any civilized audience would stand its brutality. Of course, it was not Shakespear: it was only Garrick adulterated by Shakespear. Instead of Shakespear's coarse, thick-skinned money hunter, who sets to work to tame his wife exactly as brutal people tame animals or children — that is, by breaking their spirit by domineering cruelty — we had Garrick's fop who tries to 'shut up' his wife by behaving worse than she — a plan which is often tried by foolish and ill-mannered young husbands in real life, and one which invariably fails ignominiously, as it deserves to. The gentleman who plays Petruchio at Daly's — I neither know nor desire to know his name — does what he can to persuade the audience that he is not in earnest, and that the whole play is a farce, just as Garrick before him found it necessary to do; but in spite of his fine clothes, even at the wedding, and his winks and smirks when Katharine is not looking, he cannot make the spectacle of a man cracking a heavy whip at a starving woman otherwise than disgusting and unmanly. In an age when a woman was a mere chattel, Katharine's degrading speech about*

*'Thy husband is thy lord, thy life, thy keeper,  
thy head, thy sovereign: one that cares for thee (with a whip).  
And for thy maintenance; commits his body  
To painful labour, both by sea and land,' etc.*

*might have passed with an audience of bullies. But  
imagine a parcel of gentlemen in the stalls at the Gaiety*



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*Theatre, half of them perhaps living idly on their wives' incomes, grinning complacently through it as if it were true or even honourably romantic. I am sorry that I did not come to town earlier that I might have made a more timely protest. In the future I hope all men and women who respect one another will boycott The Taming of the Shrew until it is driven off the boards.*

*Yours truly,*

*HORATIA RIBBONSON.*

*St. James's Hotel, and Fairheugh Rectory, North Devon, June 7th.*



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**The Research Project**  
**Resource Sheet 2**

Students will research a contemporary society's cultural norms to determine the degree of the society's acceptance or rejection of cultural norms presented in *The Taming of the Shrew*. Students will determine what the cultural norms were during the Elizabethan time when Shakespeare wrote *The Taming of the Shrew* and compare them to a contemporary society's cultural norms. Each student will produce a research paper defending his/her thesis about a contemporary society's view of cultural norms in *The Taming of the Shrew*. Each research project will identify and show the fallacy of a counterargument to the thesis statement. Each research project will also contain a conclusion analyzing the discoveries the researcher made about a contemporary society's acceptance or rejection of cultural norms presented in *The Taming of the Shrew*. Students will produce a research paper of five or more paragraphs with internal citations and a page for works cited.

In addition, students will demonstrate their understanding of how to write clauses and phrases to link major sections of the text, create cohesion, and clarify the relationships among claims, reasons, and evidence.

Students will share their findings electronically (by blogging or other means) or in the traditional classroom (by focused discussions in a forum like a World Café, panel discussion, debate, or other means).

Rubrics – note to teachers: some aspects are purposefully vague (ex. enough data). Because teachers know the rigor their students need, teachers need to adjust the rubrics to fit their students. Student input into rubrics is also suggested. Using all of these rubrics is optional. Using a student self-scoring rubric long with a teacher-scoring rubric is recommended.

Using several check points during research as formative assessments can increase student success according to some teachers' experiences. Suggested check points are: during or near the end of gathering research for content and source information, during or after the first drafting of the works cited page, after writing the thesis statement, after completing the outline, and after completing the final draft.



**Lesson Seed 10: Cultural Norms Research  
Advanced / Gifted and Talented (GT) English Language Arts**

**Grade: 7 GT      Unit Title: The Sociological Approach to Literature: The Concept of Perspectives      Length: 8 Days**

**Sample Rubrics**

**Resource Sheet 2**

**Gathering Information**

Categories/Points	2	1	0
Organization	Accurately follows a procedure for collecting and categorizing data	Mostly follows a widely procedure for collecting and categorizing data	Does not follow a procedure for collecting and categorizing data
Quantity	Appears to have more than enough data with accurate and complete source documentation to complete the paper and Works Cited page	Appears to have enough data with accurate and complete source documentation to complete the paper and Works Cited page	Has too little data <u>or</u> too little source documentation to complete the paper and Works Cited page

**Works Cited**

Categories/Points	1	0
General format	Correct page title, line spacing, indentation	Incorrect page title, line spacing, or indentation
Format for each work	Correctly follows format required with all necessary details	Incorrect format or missing details
Quantity	Equal to or exceeds minimum number of works	Insufficient number of works or missing citation for a work

**Thesis Statements**

Categories/Points	2	1	0
Fact	Contains a provable fact relevant to the researched contemporary culture's acceptance or rejection of cultural norms of <i>The Taming of the Shrew</i>	Makes reference to a fact relevant to the researched contemporary culture's acceptance or rejection of cultural norms of <i>The Taming of the Shrew</i>	Does not clearly contain a fact
Opinion	Clearly shows the writer's opinion (written in third person)	Shows the writer's opinion (written in third person)	Does not show the writer's opinion (or is written in first or second person)



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**Writing Outlines**

Categories/Points	1	0
Roman numeral I	Introduction -- contains thesis statement and introduces three sub-topics.	Missing thesis or inadequate number of sub-topics or irrelevant to the prompt
Roman numeral II	Contains relevant sub-topic and enough supporting data	Missing sub-topic or inadequate amount of supporting data or items are irrelevant
Roman numeral III	Contains relevant sub-topic and enough supporting data	Missing sub-topic or inadequate amount of supporting data or items are irrelevant
Roman numeral IV	Contains relevant counter-argument and enough supporting data to show its fallacy	Missing counter-argument or inadequate amount of supporting data or does not prove fallacy of counter-argument or items are irrelevant
Roman numeral V	Conclusion – summary of support and analysis of the discoveries the researcher made about contemporary society’s acceptance or rejection of cultural norms presented in <i>The Taming of the Shrew</i> .	Conclusion – incomplete summary of support or incomplete analysis of the discoveries the researcher made about contemporary society’s acceptance or rejection of cultural norms presented in <i>The Taming of the Shrew</i> .



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**Final Paper**

**Resource Sheet 3**

	3	2	1
Introduction	Well-crafted topic sentence, clear and complete thesis statement, introduction of three or more sub-topics	Topic sentence, complete thesis statement, introduction of three sub-topics	Incomplete or poorly stated topic sentence, thesis statement, or introduction of three sub-topics
Supporting paragraphs, including counter-argument	Clear, complete and convincing arguments, reasons, evidence	Clear and complete arguments, reasons, evidence	Incomplete arguments, reasons, evidence, or inadequate length, or incorrect division of paragraphs
Conclusion	Contains well-written research summary and analysis of discoveries the researcher made about contemporary society's acceptance or rejection of cultural norms presented in <i>The Taming of the Shrew</i>	Contains adequate research summary and discoveries the researcher made about contemporary society's acceptance or rejection of cultural norms presented in <i>The Taming of the Shrew</i>	Incomplete summary or limited discoveries the researcher made about contemporary society's acceptance or rejection of cultural norms presented in <i>The Taming of the Shrew</i>
Use of phrases and clauses	Frequent well-crafted links to major sections of the text, creates cohesion, and clarify the relationships among claims, reasons, and evidence.	Attempts to link major sections of the text, create cohesion, and clarify the relationships among claims, reasons, and evidence.	Minimally links major sections of the text, create little cohesion, or fails to clarify the relationships among claims, reasons, and evidence.
Writing Style	Formal	Several uses of first or second person, contractions, or other features of informal writing	Some use of first or second person, contractions, or other features of informal writing
Internal citations	Correct attributions written in the correct style (ex. <i>MLA Handbook</i> , Turabian's <i>Manual for Writers</i> )	Mostly correct attributions written in the correct style (ex. <i>MLA Handbook</i> , Turabian's <i>Manual for Writers</i> )	Incorrect or missing attributions or written in an incorrect style
Works Cited	Correct format, adequate number of works each of which is used as an internal citation at least once	Mostly correct format, adequate number of works each of which is used as an internal citation	Incorrect format, or inadequate number of works, or works are cited but not used as internal citations
Conventions	Demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Has few errors in English grammar, usage, capitalization, punctuation, or spelling.	Has many errors in English grammar, usage, capitalization, punctuation, or spelling.

Suggested grading: A = 24-22, B = 21-19, C = 18-17, D = 16-15, E = <15

