

## Lesson Seed 5. A Shrew or A Falcon?

### 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

<b>Lesson Overview</b>	
Students will analyze and discuss the use of extended metaphors in both song lyrics and <i>The Taming of the Shrew</i> . Students will then determine how the extended metaphors contribute to the overall theme of the work. After reading and discussing the extended metaphors of the shrew and falcon, students will compose a written analysis.	
<b>Teacher Planning, Preparation, and Materials</b>	
<p><b>INTRODUCTION:</b></p> <p>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).</p> <ul style="list-style-type: none"> <li>• <b>Differentiate the Content, Process, and Product for Advanced / Gifted and Talented (GT) Learners</b></li> </ul>	
<b>Content</b> refers to the key concepts of the curriculum; what students should know, understand, and be able to do.	
<p><b>Content Differentiation for GT learners</b></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 <b>acceleration</b>: Use more complex texts and materials, above grade-level standards, compacting; or move grade level content to an earlier grade. Implement strategies for <b>enrichment/extension</b>: Use overarching concepts, interdisciplinary connections, the study of differing perspectives, and exploration of patterns/relationships.</p>	<p><b>Content Differentiation in this Lesson:</b></p> <p><i>This lesson seed is aligned with above-grade level standards in Reading Literature, Writing, Speaking and Listening, and Language. Through the use of well-known song lyrics, student readiness is pre-assessed prior to the analysis of extended metaphors in The Taming of the Shrew. Exploring how extended metaphors are used in a work allows students to discover and explore the relationship between metaphor and theme. For enrichment, students may read and analyze informational text on falcons and apply this knowledge to the text.</i></p>
<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.	
<p><b>Process Differentiation for GT Learners</b></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 <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>.</p>	<p><b>Process Differentiation in this Lesson:</b></p> <p><i>The discussion of metaphors in well-known song lyrics leads students to a student-generated definition of "extended metaphor." Starting with the simple definition, students build on this new knowledge to discover how extended metaphors contribute to the overall theme of a work, specifically the theme of perspectives in The Taming of the Shrew.</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:**

*Students apply learning meaningfully to compose a written analysis at the end of the lesson. Students are asked to consider today's society as they analyze the extended metaphors of the shrew and the falcon.*

- Apply the CCSS triangle for text complexity and the Maryland Qualitative and Reader and Task tools to determine appropriate placement. *Students build on the simple concept of the metaphor to the complex concept of the extended metaphor, analyzing the relationship to the theme of the work.*
- 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](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

Why do we use figurative language?

#### Unit Standards Applicable to This Lesson

##### Reading Literature

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

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.

##### Writing

W.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

#### Lesson Procedure

1. Have students return to Act 3, scene 2, lines 27-29 ("Go girl...impatient humor."). Point out the use of the word "shrew" and ask students to identify and explain the figurative language used. (Anticipated response: metaphor). **(RL.9-10.4) (L.9-10.5a)**
2. Introduce the censored lyrics from a song such as "Funhouse" by P!nk, "Boulevard of Broken Dreams" by Green Day (Broadway version is also available), or another song that utilizes an extended metaphor. (The two examples given also extend to the meaning of the entire album.) Or have students listen to the song by displaying a lyric-only video. These videos can frequently be found on websites such as [www.youtube.com](http://www.youtube.com) by searching for the censored version. **(RL.9-10.4) (L.9-10.5a)**
3. After reading and listening to the lyrics twice, have students compose questions on index cards or on wallwisher.com pertaining to the following: meaning of words, cumulative impact of the metaphor, tone, themes, context of the artist, etc). Students may utilize Aaron Copland's Three Planes of Listening as they read and listen to the music. **(SL.9-10.1c)**
4. Have students either choose one of the questions to answer or assign pairs of students to specific questions and have students compose or verbalize answers.
5. Through discussion, guide students to realize that the songs further develop the metaphor into an extended metaphor. Ask students to revisit the song lyrics and discuss how the extended metaphor adds to the overall theme of the specific song. Add "extended metaphor" to the class wordwall or dictionary. **(SL.9-10.1)**
6. Explain that as the class reads Act IV, scene 1, students should pay close attention to any use of extended metaphor and the cumulative impact of the use of the extended metaphor on the theme of perspectives.
7. As teacher/director, assign two students the roles of Grumio and Curtis. All other students should follow along with the text while remaining at their seats. Using the framework in Lesson Seed 7 on Staging,



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guide the students through entering, verbalizing, and blocking Scene 1, lines 1-98. Several pairs of actors may be used in turn. In your role as teacher/director, use the think-aloud strategy to make the class aware of your directorial decisions. Pay particular attention to the physical comedy since 7<sup>th</sup> graders have difficulty imagining the possible blocking choices. For instance, when Grumio says, "A piece of ice...my neck" in line 13-15, have the student-actor stand exaggeratedly stiff. Have Grumio dramatically fall to the floor for line 53 and again for lines 67-77 as he reenacts the scene.

8. Ask student if they have identified any metaphors or extended metaphors at this point in the scene. (Anticipated response: shrew, beast). Ask students to explain the comparisons. If time allows, the puns in lines 92-93 and lines 97-98 can be discussed. **(RL9-10.4) (L.9-10.5a)**
9. Continue as teacher/director to choose students to play the roles in Act IV, scene 1. Continue using a think-aloud process to add meaningful verbalization and blocking as the students act out scene 1. Pay attention to the need for physical comedy. For instance, have Petruchio place his booted feet on the table in line 139 and as the servants remove them, they can pull and strain, and then fall on top of one another while the boot flies into the air.
10. Once again, have students compose questions on index cards or on <http://padlet.com/> pertaining to the following: meaning of words, cumulative impact of the metaphor, tone, themes, context of the artist, etc. **(SL.9-10.1c)**
11. Have students either choose one of the questions to answer, or assign pairs of students to specific questions and have students compose or verbalize answers.
12. Have students identify and explain the extended metaphor in lines 190-196.
13. If time allows, prepare a mini-lesson on falconry from the resources at [www.pbs.org/falconer/falconry/training.htm](http://www.pbs.org/falconer/falconry/training.htm) to integrate informational texts into this lesson. **(RI.9-10.7)**
14. As an assessment, have students respond to the following prompt: Petruchio has compared Katherine to a shrew and now to a falcon. Provide evidence from the text to explain how Petruchio's use of the extended falcon metaphor reveals his duplicitous nature. Consider our society today. Would these comparisons be considered offensive? Why or why not? **(W.9-10.2b)**
15. For homework, have students read Act IV, scene 2. Have students add to their perspective log by including one example of hidden duplicity and one example of a revealed duplicity. **(RL.9-10.4)**