

DESE Model Curriculum

GRADE LEVEL/UNIT TITLE: 7/A Court of Characters

Course Code: ELA

COURSE INTRODUCTION:

In seventh grade, students continue reading texts from numerous angles and for a variety of purposes. Through a wide and deep reading of literature and literary nonfiction, students read increasingly complex texts that extend across genres, cultures, and centuries in order to gain insights into the human condition. These texts serve as models for students' own thinking and writing. Students follow a process to write in a variety of genres, including responses to literature, reflective essays, stories, and short research projects. In addition, they create multimedia presentations and develop their skills of argumentation. They participate in class discussion, practice reading literature expressively, and deliver presentations. They demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. By the end of seventh grade, students are ready to begin studying complex aspects of literature.

UNIT Description:

A Court of Characters

This unit will allow students to explore characterization by reflecting and building on their knowledge of the medieval time period. The Middle Ages is the middle period of three divisions in Western history: classical, medieval, and modern. Since characterization is critical to understanding fiction, it is also important to examine the historical time period in which the characters lived.

Students will have a variety of texts to explore. They will learn how authors develop characters to reflect the values and culture of a specific time period, as well as how elements of a story and theme are developed through the choices and challenges of those individuals. An in-depth character analysis will help

SUGGESTED UNIT TIMELINE: 4-6 weeks

CLASS PERIOD (min.): 45-50 minutes

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<p>students understand how an author uses characterization to support the text and its meaning.</p> <p>In addition to the reading and writing in this unit, students will have the opportunity to engage in collaborative discussions, cite textual evidence, and formalize a process for determining word meanings.</p> <p>Diverse Learners Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://www.dese.mo.gov/divimprove/curriculum/UD-Model-Curriculum-Introduction-Sheet.pdf. Resources based on the Universal Design for Learning principles are available at www.cast.org.</p> <p>Provide Feedback</p>						
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do authors develop characters in stories? 2. What makes characters in historical fiction believable? 3. Why would the historical time period of a story be important to the theme of the story? 						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES		CROSSWALK TO STANDARDS				
		CA GLE	Performance Goals	CCSS ELA Grade Level	CCSS ELA Anchor	DOK
1. Describe the relationship between characterization		R.1.H.7.f	1.5	RL.7.2		3

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techniques and the development of theme in a story.		R.2.C.7.b R.2.C.7.h	1.6 3.5	RL.7.3		
2. Cite textual evidence, especially as it relates to characterization.		R.1.H.7.f R.1.H.7.i R.2.C.7.h	1.5 1.6 3.5	RL.7.1		3
3. Explain the importance of balancing historical accuracy with fictional portrayals.		R.1.I.7.c R.2.C.7.d R.2.C.7.e	1.6 1.7 2.4 3.5	RL.7.6 RL.7.9		3
4. Explain the historical context of a story and how authors make historical fiction believable.		R.1.I.7.c R.2.C.7.d R.2.C.7.e	1.6 1.7 2.4 3.5	RL.7.3		3
5. Compare and contrast characters and themes across stories about the Middle Ages.		R.1.H.7.f R.1.I.7.a	1.4 1.5 1.6 3.5	RL.7.9		3

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<p>6. Use general academic and domain-specific words and phrases in writing and speaking.</p>		<p>R.1.E.7.a</p>	<p>1.5</p>	<p>L.7.4.a</p>		<p>2</p>
<p>7. Write a character analysis that uses effective technique, relevant descriptive details, and quotations or other examples.</p>		<p>R.1.E.7.b</p>	<p>1.6</p>	<p>L.7.4.c</p>		<p>3</p>
		<p>R.1.E.7.c</p>		<p>L.7.6</p>		
		<p>R.1.G.7.a</p>				
		<p>W.1.A.7.a</p>	<p>1.8</p>	<p>W.7.2.a</p>		
		<p>W.1.A.7.b</p>	<p>2.1</p>	<p>W.7.2.b</p>		
		<p>W.1.A.7.c</p>	<p>2.2</p>	<p>W.7.2.d</p>		
		<p>W.1.A.7.d</p>		<p>W.7.9</p>		
		<p>W.2.B.7.a</p>		<p>W.7.9.a</p>		
		<p>W.2.B.7.b</p>				
		<p>W.2.D.7.a</p>				
<p>W.2.D.7.b</p>						
<p>W.3.A.7.a</p>						
<p>W.3.A.7.b</p>						
<p>W.3.A.7.c</p>						
<p>8. Write and present a character sketch</p>		<p>W.1.A.7.a</p>	<p>1.8</p>	<p>W.7.3</p>		<p>3</p>
		<p>W.1.A.7.b</p>	<p>2.1</p>	<p>W.7.3.a</p>		
		<p>W.1.A.7.c</p>	<p>2.2</p>	<p>W.7.3.b</p>		
		<p>W.1.A.7.d</p>		<p>W.7.3.d</p>		

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		W.2.B.7.a W.2.B.7.b W.2.D.7.a W.2.D.7.b W.3.A.7.a		SL.7.4	
<p>ASSESSMENT DESCRIPTIONS*: (Write a brief overview here. Identify Formative/Summative. Actual assessments will be accessed by a link to PDF file or Word doc.)</p> <p>Formative Assessments</p> <ul style="list-style-type: none"> • <u>Activating Background Knowledge</u> – The graphic organizer “Expanding My Mind” can be used to identify prior knowledge, misconceptions regarding the time period, and how much front-loading of medieval times the teacher will need to do. • Following the activities for <u>Objectives 1-2</u>, ask students to identify another historical figure/character to evaluate. The graphic organizer, “A Rose By Any Other Name” may be used for this assessment. NOTE: Instead of using the graphic organizer, teachers may instruct students to post their responses on a classroom blog/wiki. • Following the activities for <u>Objectives 3-4</u>, ask students to complete “Exit Slip – Reflect & Connect” to check for understanding. • Following the activities for <u>Objective 5</u>, students will write a short summary regarding characters and themes in multiple texts. See resources for handout “Compare/Contrast Characters & Themes Summary” for this formative assessment. <p>Summative Assessments</p> <ul style="list-style-type: none"> • Character Analysis Paper (See Resources for Scoring Guide) • Character Sketch (See Resources for Scoring Guide) 					
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)				
1	<p>1. Activating Background Knowledge - At the beginning of the unit, the teacher will activate and/or explore what knowledge students have of the medieval time period/The Middle Ages. The following activities can be used:</p>				

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2	<p>1. Have students form small groups for collaborative discussion. Use the graphic organizer, “Expanding My Mind” to focus the discussion on brainstorming information students may have regarding medieval times.</p> <p>Step 1: Individual work – students list information they know in the first column</p> <p>Step 2: Each student shares information and receives new information to record in the second column</p> <p>Step 3: View one of the following short videos and complete the third column:</p> <p style="padding-left: 40px;">http://www.youtube.com/watch?v=WGfeFOh5ugI (formal history)</p> <p style="padding-left: 40px;">http://www.youtube.com/watch?v=sTFfL1TaA8c&feature=fvwrel (informal history – done by a 7th grade student)</p> <p>Step 4: Group discussion of new information to complete fourth column</p> <p>2. View and discuss the PowerPoint presentation on medieval times. The “Expanding My Mind” graphic organizer can be used for this activity, as well.</p> <p>Note: For additional information and resources on the Middle Ages, visit Britannica Online at http://www.britannica.com/EBchecked/topic/380873/Middle-Ages or Medieval Period at http://www.medieval-period.com/index.html</p>
	<p>2. Mini-Lesson: The teacher will lead the class in a discussion defining characterization. The teacher will create an anchor chart listing the characterization method used by a writer to develop a character: showing/describing the character’s appearance, displaying the character’s actions, revealing the character’s thoughts, letting the character speak, and getting reactions from others. Students will discuss/brainstorm how each of these points may be represented in a story, identifying both <u>direct</u> (direct statements from the writer) and <u>indirect</u> (information revealed through words and actions) characterization.</p>
	<p>3. Mini-Lesson: The teacher will lead the class in a discussion defining theme. The theme of a story is the central topic, subject, or concept that the writer is trying to point out. Students can make connections to literary or informational text themes that have previously been explored in the classroom at this time.</p>
	<p>4. Guided Practice: The teacher will lead the class through an interactive lesson on the historical folk hero, Robin Hood. First, read the summary “The Story of Robin Hood” aloud in class. Next, use the graphic organizer, “A Rose By Any Other Name” to analyze the character of Robin Hood. Last, view the History Channel video on the true story of Robin Hood - http://www.history.com/topics/robin-hood/videos#who-was-robin-hood. After the video, discuss with students whether or not</p>

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	<p>they would change any information on the graphic organizer based on new learning.</p> <p>Guiding Questions: What is the theme of the story of Robin Hood? Does his characterization support that theme?</p>
	<p>5. Formative Assessment: The teacher will instruct students to identify another historical figure/character they are familiar with and use the same graphic organizer to cite evidence to support their findings. This figure does not have to be from the same time period.</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
<p>1</p> <p>2</p>	<p>1. Guided Practice: Students will explore what knowledge they have of the medieval time period/The Middle Ages. The following activities can be used:</p> <p style="padding-left: 40px;">1. Students will form small groups for collaborative discussion and use the graphic organizer, “Expanding My Mind” to focus the discussion on brainstorming information they may have regarding medieval times.</p> <p style="padding-left: 80px;">Step 1: Individual work – students will list information they know in the first column</p> <p style="padding-left: 80px;">Step 2: Each student shares information and receives new information to record in the second column</p> <p style="padding-left: 80px;">Step 3: Students view one of the following short videos and complete the third column:</p> <p style="padding-left: 80px;">http://www.youtube.com/watch?v=WGfeFOh5ugI (formal history)</p> <p style="padding-left: 80px;">http://www.youtube.com/watch?v=sTffl1TaA8c&feature=fvwrel (informal history – done by a 7th grade student)</p> <p style="padding-left: 80px;">Step 4: Students will participate in a collaborative group discussion of new information to complete fourth column</p> <p style="padding-left: 40px;">2. Students will view and discuss the PowerPoint presentation on medieval times. The “Expanding My Mind” graphic organizer can be used for this activity, as well.</p>
	<p>2. Guided Practice: Characterization - Students will discuss/brainstorm how characterization methods may be represented in a story, identifying both <u>direct</u> (direct statements from the writer) and <u>indirect</u> (information revealed through words and actions) characterization.</p>
	<p>3. Guided Practice: Theme – Through collaborative discussion, students will make connections to literary or informational text</p>

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	themes that have previously been explored in the classroom.
	4. Guided Practice: Robin Hood – Students will utilize the handout “A Rose By Any Other Name” to record textual evidence regarding the character of Robin Hood. After viewing the video, students will write a short summary about the theme of the story of Robin Hood and how the characterization of Robin supports that theme.
	5. Independent Practice/Formative Assessment: Characterization and Theme – Students will identify another historical figure/character they are familiar with and use the same graphic organizer to cite evidence to support their findings. This figure does not have to be from the same time period.
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
3	1. Mini-Lesson/Read Aloud: The teacher will lead the class in a discussion regarding historical accuracy and fictional portrayals (fact vs. fiction). The story of the Legend of King Arthur will be used, beginning with a viewing of the story at http://library.thinkquest.org/C004305/scroll.htm (the scroll can be read aloud as students follow the text). Next, the teacher will share a video on the historical Arthur at the History Channel (The Myth of King Arthur) at http://www.history.com/videos/dark-ages-barbarians-ii--the-saxons-camelot-begins
4	2. Mini-Lesson: Paired Reading – The teacher will ask students to form pairs and read the text of “Arthur and the Sword” . Model for the students the Paired Reading strategy using a volunteer from the class, utilizing paragraph one from the story. Direct the students to use the graphic organizer “Paired Reading” to record their ideas and discussion of the text.
	3. Guided Practice: Fact vs. Fiction – The teacher will lead the class in a review of the Paired Reading text and Reflection.
	4. Exit Slips/Formative Assessment: The teacher will ask students to respond to a reflection/connection prompt, leaving it with the teacher at the end of the class period (handout available in resources). Think of an example when you’ve read or seen information (book, movie, or other) that had a historical context. Was it historically accurate? Why or why not? Was it important that it was/was not accurate? Briefly explain why.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
3	1. Guided Practice: Students will view a story and video on King Arthur and participate in collaborative discussion of the two pieces.
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	<p>2. Independent Practice: Students will work in pairs to complete the “Paired Reading” activity. They will use the graphic organizer to record their ideas and discussion of the text “Arthur and the Sword”. Teacher or student pairs may determine how to chunk the text.</p>
	<p>3. Collaborative Discussion: Students will participate in whole-group discussion of the following:</p> <ul style="list-style-type: none"> • How much fact/fiction did you find in the text? • How important is it to be historically accurate when telling a story? • How do writers make historical fiction believable? • Which themes are similar in each of the portrayals/stories?
	<p>4. Exit Slips/Formative Assessment: Students will respond to a reflection/connection prompt, leaving it with the teacher at the end of the class period (handout available in resources).</p> <p>Think of an example when you’ve read or seen information (book, movie, or other) that had a historical context. Was it historically accurate? Why or why not? Was it important that it was/was not accurate? Briefly explain why.</p>
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
1 2 5	<p>1. Mini-Lesson: The teacher will present a third text to the class, “The Story of Beowulf”. The teacher will not read the text aloud, but will preview the story for students as a companion text to the other two texts previously read. The teacher will review characterization and theme, then direct students to complete the Compare/Contrast activity using all three texts.</p>
	<p>2. Mini-Lesson: The teacher will instruct students on parallel comparisons/contrasts and how to use the graphic organizer for the activity.</p>
	<p>3. Independent Practice/Formative Assessment: The teacher will instruct students to write a short summary of the shared themes of the three texts, based on the information recorded on their graphic organizers.</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)

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1 2 5	1. Independent Practice: Students will read the text “The Story of Beowulf” .
	2. Independent Practice: Students will complete the “Compare/Contrast Characters & Themes” graphic organizer.
	3. Independent Practice/Formative Assessment: Students will write a short summary of the shared themes of the three texts, based on the information recorded on their graphic organizers.
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
6	<p>NOTE: The vocabulary strategies listed below can be used at the beginning of the unit in order to preview language, or can be done throughout the unit when a new text is introduced. Discussion of unfamiliar or confusing vocabulary is an on-going strategy for comprehension of text.</p> <p>1. Mini-Lesson: The teacher will review Tier 2 (general academic) and Tier 3 (domain-specific) words found in the three text selections used in the unit: <i>The Story of Robin Hood, Arthur and the Sword, and The Story of Beowulf</i>.</p>
	<p>2. Guided Practice: Share with students a list of critical vocabulary terms: medieval, nobles, vengeance, retaliation, historical perspective, etc. Discuss possible meanings, definitions, and strategies to determine meaning (context clues, word parts, and consulting reference materials). Use the graphic organizer, “That’s a Word?” to model the process of determining or clarifying meaning of vocabulary words:</p> <ul style="list-style-type: none"> • Column 1: Identify the words you are not sure about • Column 2: Write what you think it means • Column 3: Write why you think that. What strategy did you use – context clues, words parts, etc? • Column 4: Write the correct meaning of the word AS USED IN THE TEXT

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	<p>3. Guided Practice: The teacher will instruct students on how to access print or technology resources as needed. The websites may need to be reviewed to show students how to enter information, etc.</p> <p>Print Resources: Dictionary, Thesaurus</p> <p>Technology Resources:</p> <ul style="list-style-type: none"> • Vocabulary.com http://www.vocabulary.com/dictionary/ <p>Dictionary.com http://dictionary.reference.com/browse/vocabulary</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
6	1. Guided Practice: Students will participate in discussion of Tier 2 and Tier 3 vocabulary words.
	2. Independent Practice: Students will select <u>one</u> of the three texts to use to examine language/vocabulary. They will use the graphic organizer “That’s a Word?” to determine or clarify meaning.
	<p>3. Independent Practice: Students will consult print or technology resources as needed.</p> <p>Print Resources: Dictionary, Thesaurus</p> <p>Technology Resources:</p> <ul style="list-style-type: none"> • Vocabulary.com http://www.vocabulary.com/dictionary/ • Dictionary.com http://dictionary.reference.com/browse/vocabulary
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
7	<p>NOTE: At the beginning of the unit, students will identify one book to read independently of class. The book should be literary in nature, preferably historical fiction, with strong characters that may be used for a character analysis. The teacher may choose to pull resources from the building library or provide a list of possible titles. For students who struggle with reading, a book on tape/audio-recording or a shared reading with read-aloud support could be used.</p> <p>1. Mini-Lesson: The teacher will review the methods used by writers to develop a character: showing/describing the character’s appearance, displaying the character’s actions, revealing the character’s thoughts, letting the character speak, and getting</p>

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	reactions from others.
	2. Guided Practice/Modeling: The teacher will model a character analysis utilizing the graphic organizer, “ Character Analysis ”, and using one of the major characters from one of the three texts read in class.
	3. Mini-Lesson/Modeling: The teacher will review the components of the written character analysis (see Character Analysis Scoring Guide). In addition, the teacher will read aloud a sample character analysis as a model, “ Character Analysis of Joan of Arc ”, and discuss the model with students.
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
7	1. Guided Practice: Students will participate in the modeling and discussion of the character from a class text.
	2. Guided Practice: Students will participate in the review of the components of the Character Analysis Paper, questioning and clarifying expectations as needed.
	3. Independent Practice/Summative Assessment: Students will write a Character Analysis Paper using the literary text pre-selected and read outside of class. <ul style="list-style-type: none"> • Step 1: Complete the graphic organizer, “Character Analysis” on the character selected as a prewriting activity • Step 2: Write a first draft of the paper • Step 3: Receive feedback on the draft from teacher and peers • Step 4: Make revisions as necessary to clarify content and organization, including editing for other errors • Step 5: Publish the paper
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
8	1. Mini-Lesson: The teacher will provide instruction on creating a Character Sketch : When you write a character sketch, you are trying to introduce the reader to someone. You want the reader to have a strong mental and/or visual image of the person, to know how the person talks and acts, and to know something about what the person

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	<p>may value. Character sketches give snapshots of people – you are not trying to share a history of the person.</p> <p>A character sketch may be written or visual, and may not include actual pictures of the person. The images should represent the details about who the person is. Other details may include descriptions of appearance and quotes or sayings by the person.</p>
	<p>2. Guided Practice: The teacher will model for students a Character Sketch – written and/or visual in nature. In addition, the teacher will review the components necessary for the development and presentation of the Character Sketch (see Character Sketch Scoring Guide).</p>
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
8	<p>1. Guided Practice/Collaborative Discussion: Students will participate in the review of the Character Sketch and components needed for the activity.</p>
	<p>2. Independent Practice/Summative Assessment: Students will create a Character Sketch to present to the classroom.</p> <ul style="list-style-type: none"> • Step 1: Identify a historical figure for the Character Sketch. The individual may be from the Middle Ages or any other historical time period, but must be someone of historical significance. The character could be from the independent reading text / character analysis. This step may require some research. • Step 2: Write the sketch. Keep in mind that the end result will be a visual display using technology – a video, Prezi, Wordle, Tagzedeo, online poster maker, or other approved media. The presentation should be no longer than 3-5 minutes. • Step 3: Create the technological version of the sketch and present in class.
UNIT RESOURCES:	
LITERARY TEXTS – Stories	
<ul style="list-style-type: none"> • <i>Adam of the Road</i> (Elizabeth Janet Gray) (easier to read but excellent) • <i>Anna of Byzantium</i> (Tracy Barrett) • <i>Castle Diary: The Journal of Tobias Burgess</i> (Richard Platt and Chris Riddell) • <i>Crispin: The Cross of Lead</i> (Avi) (easier to read but excellent) • <i>Favorite Medieval Tales</i> (Mary Pope Osborne) • <i>Good Masters! Sweet Ladies! Voices from a Medieval Village</i> (Laura Amy Schlitz) 	

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- *Old English Riddles: From the Exeter Book* (Michael Alexander)
- *The Midwife's Apprentice* (Karen Cushman) (easier to read but excellent)
- *The Seeing Stone* (Arthur Trilogy, Book One) (Kevin Crossley-Holland)
- *The World of King Arthur and His Court: People, Places, Legend, and Lore* (Kevin Crossley-Holland)

INFORMATIONAL TEXTS – Nonfiction

Cathedral: The Story of Its Construction (David Macaulay) (E)

How Would You Survive in the Middle Ages (How Would You Survive... Series) (Fiona MacDonald, David Salariya and Mark Peppe)

Joan of Arc (Diane Stanley)

Manners and Customs in the Middle Ages (Marsha Groves)

Outrageous Women of the Middle Ages (Vicki Leon)

Personal Recollections of Joan of Arc (Mark Twain)

The Horrible, Miserable Middle Ages: The Disgusting Details About Life During Medieval Times (Fact Finders: Disgusting History Series) (Kathy Allen)

The Medieval World (Philip Steele)

The Middle Ages: An Illustrated History (Oxford Illustrated Histories) (Barbara Hanawalt)

ART

Western Europe: Medieval

Attributed to Jean de Touyl, [Reliquary Shrine](#) (ca. fourteenth century)

[Child's Suit of Armor, French or German](#) (ca. sixteenth century)

Giotto di Bondone, [Madonna di Ognissanti](#) (1306-1310)

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Herman, Paul, and Jean de Limbourg, [*The Belles Heures of Jean de France, Duc du Berry*](#) (1405-1408/1409)

Simone Martini and Lippo Memmi, [*Annunciation*](#) (1330)

Modifications for Differentiation:

- Students who struggle with reading may have reading partners or listen to texts on tape.
- For students who struggle with identifying literary components, scaffold with simpler texts where the examples are obvious to start.
- Students who struggle with processing may need to partner more frequently, and together the partnership provides as response.
- For students who need additional think time, allow exit slips to be turned in the following day.
- For students who struggle with the writing process, consider another format such as a visual display.