

10.1.1

Lesson 2

Introduction

In this lesson, students continue their exploration of Marlowe’s “The Passionate Shepherd to His Love.” Students perform a close reading of stanzas 3–6, in which the speaker tries to convince the listener to accept his initial invitation.

Students engage in a collaborative analysis of the speaker’s promises, with a focus on Marlowe’s pastoral imagery and the cumulative impact of specific word choices on meaning and tone. Guided by a set of questions and a related tool, students establish a foundational understanding of the conventions of pastoral poetry. Students demonstrate their learning in a Quick Write to the following prompt: How does the language of Marlowe’s poem evoke a sense of time and place? How does this time and place develop a central idea of the text? Students build upon the annotation skills introduced in the previous lesson.

For homework, students respond to a reflective writing prompt that asks them to consider how specific word choice cumulatively impacts the tone of Marlowe’s poem.

- ① Avoid providing direct context about the pastoral genre before students begin their analysis of Marlowe’s imagery. Throughout this lesson, students build an understanding of the genre through their exploration of Marlowe’s subject matter and tone. Depending on the strengths and interests of students, consider offering access to resources on the history and conventions of pastoral poetry at the close of this lesson. The following resource provides a brief explanation of the pastoral tradition: <http://www.poetryfoundation.org/learning/glossary-term/Pastoral>

Standards

Assessed Standard(s)	
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).
Addressed Standard(s)	
CCRA.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions, of the text (e.g., a section, chapter, scene or stanza) relate to each other and

	the whole.
RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its 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.
L.9-10.4.a	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. 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.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Assessment

Assessment(s)
<p>The learning in this lesson is captured through a Quick Write at the end of the lesson. Students answer the following prompt based on the reading (citing text evidence and analyzing key words and phrases) completed in the lesson.</p> <ul style="list-style-type: none"> How does the language of Marlowe's poem evoke a sense of time and place? How does this time and place develop a central idea of the text? <p>① An analysis of the time and place that Marlowe constructs through his language introduces students to the basic conventions of pastoral poetry. This understanding is essential for student analysis of the central ideas of "The Nymph's Reply to the Shepherd" in Lesson 3 and their comparison of Marlowe and Raleigh's texts in Lesson 4.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify the Shepherd's gifts and the adjectives that Marlowe uses to describe them as evoking a sense of time and place in the poem. Consider the cumulative impact of these key words in their analysis of how Marlowe's meaning and tone create the sense of an idealized and beautiful countryside. Consider how the time and place Marlowe establishes further develops a central idea in the poem (such as the harmonious relationship between humans and nature).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> kirtle (n.) – a woman’s dress or outer petticoat swains (n.) – country peasants, or male admirers
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> myrtle (n.) – an evergreen shrub with fragrant white or red flowers and black berries

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.9-10.4, CCRA.R.5, RL.9-10.1, RL.9-10.2, L.9-10.4.a, L.9-10.5 Text: “The Passionate Shepherd to His Love” 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading and Annotation Practice Evidence-Based Discussion Pleasures and Materials Tool Activity Quick Write Closing 	<ol style="list-style-type: none"> 10% 10% 10% 25% 30% 10% 5%

Materials

- Student copies of the 10.1 Common Core Learning Tool (refer to 10.1.1 Lesson 1)
- Copies of the Pleasures and Materials Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
☞	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by introducing the agenda for this lesson. Students continue to build upon their close reading skills as they explore stanzas 3–6 of “The Passionate Shepherd to His Love.” Students work in groups to consider the cumulative impact of specific word choices on the meaning and tone of Marlowe’s poem. Students then complete a tool that prompts them to make connections between specific details in the text in order to shape and refine their developing understanding of the central ideas of Marlowe’s poem.

Explain to students that they are assessed on standard RL.9-10.4 in this lesson.

Inform students that in this lesson they are working with three new standards RL.9-10.1, L.9-10.5, and CCRA.R.5

Instruct students to return to the Common Core Learning Standards Tool.

Instruct students to find RL.9-10.1, L.9-10.5, and CCRA.R.5 on their tool and to follow along as they are read aloud.

Pose the following questions for class discussion:

What do you notice about this standard?

What is it asking you to be able to do?

What questions does this standard raise for you?

Ask students to write their ideas down. Lead a brief class discussion about standards RL.9-10.1, L.9-10.5, and CCRA.R.5.

- ▶ Students follow along, reading silently as standards RL.9-10.1, L.9-10.5, and CCRA.R.5 are read aloud.
- Student responses may include the following:
 - CCRA.R.5 asks students to consider how smaller parts of a text influence the whole.
 - CCRA.R.5 asks students to connect structural choices with the effects that these choices produce.
 - RL.9-10.1 asks students to draw inferences from evidence.
 - RL.9-10.1 asks students to cite quotes and textual details to support analysis.
 - L.9-10.5 asks students to think about the multiple and complex meanings of words.
 - L.9-10.5 asks students to think about figurative connotations of certain word choices.

Activity 2: Homework Accountability

10%

Remind students about the Accountable Independent Reading (AIR) requirement. Students should continue to find an appropriate text to read outside of class.

- ▶ Students provide an update on their progress on finding an AIR text.

Instruct students to talk in pairs about their responses to the Lesson 1 homework question:

What context clues in line 8 can help you to determine what madrigals means?

- ▶ Student pairs share their responses to the homework question.
- Student responses should identify the context clues “melodious,” “birds,” and “sings” to understand that “madrigals” is a type of song (line 8).

Activity 3: Masterful Reading and Annotation Practice

10%

Introduce the Quick Write assessment (How does the language of Marlowe’s poem evoke a sense of time and place? How does this time and place develop a central idea of the text?) Explain to students that this is the lesson assessment and the focus for today’s reading.

- ▶ Students read the assessment prompt and listen.

① Display the Quick Write assessment prompt for students to see.

Explain to students that annotation is a multifaceted tool. Sometimes annotation is used to record general observations, as in the guided symbol annotation. (Remind students of their work with

annotation in the previous lesson.) However, annotation can also be used as a strategy to identify and mark evidence to answer a specific question. This can either be a question given by a teacher or a question generated by a student.

- ① Practicing various note taking strategies encourages students to understand that annotation is a multifaceted tool that can adapt to fit the needs of individual minds and circumstances. In 10.1.1 Lesson 1, students learned how to use annotation symbols to mark general observations on their text. In this lesson, students broaden their note taking skills as they select and mark key details in response to a focusing prompt.

Inform students that they will listen to a masterful reading of the text and annotate for a focusing question. Students can mark the evidence in their text by underlining or circling key words and phrases that help them to answer the focusing question. Students may also jot specific thoughts in the margins. Provide the following question to focus student annotation:

How are the lines of each stanza organized? Consider: How does the text look on the page? How does it sound when you read it aloud?

- ① Consider displaying the list of poetry terminology from Lesson 1 throughout the unit to remind students of their work with this terminology and to encourage students to incorporate domain specific language in their verbal and written analysis.
 - ▶ Students listen to a masterful reading of the text, and annotate to answer the focusing question.

Provide definitions for the following vocabulary as they appear in the masterful reading: *kirtle* and *swains*.

Ask students to share their individual observations with the class, clarifying as needed to solidify annotation skills and expectations. Remind students of their work with poetry specific language in the previous lesson and instruct students to incorporate these terms in their responses.

- ▶ Students share their annotations with the class.
- ☞ Student responses should address one or more of the following structural patterns, calling upon the domain specific language they reviewed in 10.1.1 Lesson 1:
 - Each stanza contains rhyming couplets.
 - Each stanza is composed of four lines.
 - Each line is of a similar length.
- ① The intention of this annotation exercise is to encourage students to practice domain specific vocabulary, as well as to continue to think deliberately about Marlowe's structural choices as students further their analysis of the development of central ideas in the poem. Consider prompting students to make initial inferences about the effect created by this highly repetitive structure. For

example, some students might note that the poem seems very formal, while others might suggest that the consistent rhymes make it sound like a song. As students expand their comprehension of the poem's content, they will deepen their understanding of these structural inferences.

Activity 4: Evidence-Based Discussion

25%

Instruct students to form heterogeneous groups. Students remain in these discussion groups for the duration of the class.

Inform students that in the following activity they move from a consideration of Marlowe's structural choices to an analysis of word choice. Students analyze the cumulative impact of specific word choices on the meaning and tone of Marlowe's poem.

Display the following activity for students to complete in their groups: Reread Marlowe's poem in its entirety. Underline all repeating words or phrases.

► Students work in groups to reread the poem and underline repeating words or phrases.

🗨️ Students may underline one, or all, of the following repeating words and phrases:

- come live with me and be my love, (lines 1, 20, 28) [slight variation then live with me and be my love]
- we will (lines 2, 5,) [slight variation I will] (line 9)
- pleasures (lines 2, 19)
- sing (lines 8, 25)
- move (lines 19, 27)
- delight(s) (lines 26, 27)

① Students may also underline the repeating function words “and” “of” and “a,” however the following questions about the cumulative impact of Marlowe's repetition on meaning and tone will prompt students to focus their analysis on the more substantive repetitions in the text.

Display the following questions on the board. Ask groups to volunteer their observations in full class discussion.

What repeating words did you underline? What is the cumulative effect of this repetition on the tone of the speaker's invitation?

🗨️ Student responses should include *pleasures*, *move* and *sing*, and *delight(s)*. Students should infer that this repetition emphasizes the emotional and persuasive tone of the speaker's invitation – he wants to *move* his love with the *pleasures* and *delights* he has been describing.

What repeating phrases did you underline? How does this repetition inform your understanding of the nature of the speaker's invitation?

- Student responses should identify *we will* (alternately *will I* in line 9) and *come live with me and be my love* (alternately *then live with me and me by Love* in line 28). Student responses should identify that the repetition of *we will* and *come live with me* emphasizes the insistent nature of the speaker's invitation. Additionally, students may note that *live with me and be my love* appears in both the first and last lines of Marlowe's poem, further strengthening the speaker's insistence.

Lead a brief full class discussion of student observations.

- ① If students struggle to make a connection between the repetition of words and phrases and the speaker's tone, consider asking students why someone might choose to repeat words and phrases. Students should understand that we repeat things that are important, things that we really want people to hear, or things that we want to emphasize.
- ① Consider encouraging students to connect their analysis of the cumulative impact of Marlowe's repetition of language with the analysis of Marlowe's structural patterns of repetition that they conducted at the start of this lesson.

Activity 5: Pleasures and Materials Tool Activity

30%

Distribute copies of the Pleasures and Materials Tool. Inform students that they will work with this tool in order to continue their analysis of the cumulative impact of specific word choices on Marlowe's meaning and tone.

Provide the following directions to guide student work with the Pleasures and Materials Tool:

1. Complete the first column of the tool by identifying and recording the gifts that the speaker promises the listener.
2. Complete the second column of the tool by identifying and recording the material(s) that each of these "delights" is made from.
3. Finally, respond to the questions on the bottom of your tool. These questions guide an analysis of the cumulative impact of Marlowe's word choice on meaning and tone, and how the details identified in your tool shape and refine a central idea of Marlowe's poem.

Instruct students to complete the tool in their groups. All students should be prepared to share their observations with the class.

- See the Model Pleasures and Materials Tool for sample student responses.

Circulate and assist as needed. Once students have completed the tool, lead a full class discussion of student observations.

- ① The Pleasures and Materials Tool functions as a formative aid to comprehension, and when completed, serves as notes that will benefit students in their End-of-Unit assessment.

Activity 6: Quick Write

10%

Instruct students to briefly respond in writing to the following Quick Write prompt:

How does the language of Marlowe’s poem evoke a sense of time and place? How does this time and place develop a central idea of the text?

Remind students to look at their text and notes to find evidence, and to use the Short Response Checklist and Rubric to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

- ① Display the prompt for students to see, or provide the prompt in hard copy.

Transition students to the independent Quick Write.

- ▶ Students independently answer the prompt, using evidence from the text.
- ☞ See the High Performance Response at the beginning of this lesson.

Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread “The Passionate Shepherd to His Love” in its entirety and briefly respond in writing to the following prompt:

How might your understanding of the speaker’s intent change if the word *will* is replaced with *might* in lines 2, 5, and 9? If *come* is replaced with *please* in lines 1 and 20?

Homework

Reread “The Passionate Shepherd” in its entirety and briefly respond in writing to the following prompt:

How might your understanding of the speaker’s intent change if the word *will* is replaced with *might* in lines 2, 5, and 9? If *come* is replaced with *please* in lines 1 and 20?

Pleasures and Materials Tool

Name:		Class:		Date:	
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Directions: Complete the first column of the tool by identifying and recording the gifts that the speaker promises the listener. Complete the second column of the tool by identifying and recording the material(s) that each of these “delights” is made from. Finally, discuss your observations to the questions on the bottom of your tool. Remember to use specific details from the text to complete the chart and to record your observations in the spaces provided.

Lines	What <i>pleasure(s)</i> is the speaker promising the listener?	What are these gifts created from?
9–10		
11		
12		
13–14		
15–16		
17–18		

1. What clues in lines 9–12 can help you to understand the meaning of the word *myrtle* in line 12?
2. Review column 1 of your table. What do all of these pleasures have in common?
3. Review column 2 of your table. What do all of these materials have in common?
4. What time of year do the pleasures the speaker describes occur?
5. What adjectives does Marlowe use to describe these materials? What sort of picture of the countryside is Marlowe painting through the cumulative impact of these descriptions?
6. Reread stanza 4. How do the details in stanza 4 connect to details in stanza 2? What relationship between animals, humans, and nature is the speaker suggesting?

Model Pleasures and Materials Tool

Name:	<i>Sample Student Response</i>	Class:		Date:	
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Directions: Complete the first column of the tool by identifying and recording the gifts that the speaker promises the listener. Complete the second column of the tool by identifying and recording the material(s) that each of these “delights” is made from. Finally, discuss your observations to the questions on the bottom of your tool. Remember to use specific details from the text to complete the chart and to record your observations in the spaces provided.

Lines	What <i>pleasure(s)</i> is the speaker promising the listener?	What are these gifts created from?
9–10	<i>Beds</i>	<i>Roses and fragrant Posies</i>
11	<i>Cap</i>	<i>Flowers</i>
12	<i>Kirtle</i>	<i>Leaves of Myrtle</i>
13–14	<i>Gown</i>	<i>Finest Wool from pretty lambs</i>
15–16	<i>Fair lined Slippers (with buckles)</i>	<i>Wool and purest Gold</i>
17–18	<i>Belt</i>	<i>Straw, Ivy, Coral, Amber</i>

1. What clues in lines 9-12 can help you to understand the meaning of the word *myrtle* in line 12?

- Student responses should point to the previous references to flowers as well as the *leaves* of the myrtle to infer that myrtle is a type of plant.

① This question prompts students to use context clues to make meaning of a word or phrase. It may be helpful to draw student attention to the fact that this question requires them to use context as a clue to make meaning of an unknown word (L.9-10.4.a).

2. Review column 1 of your table. What do all of these pleasures have in common?

- All the pleasures the speaker offers the listener are material possessions and adornments.

- ① This question prompts students to demonstrate an understanding of word relationships. It may be helpful to draw student attention to this during discussion as an example of students demonstrating the skills of L.9-10.5.

3. Review column 2 of your table. What do all these materials have in common?

- ☞ All of these materials are sourced from nature. Students might make this broad connection by first making more specific connections by grouping materials—many of the materials the speaker describes come from plants (*roses, posies, flowers, myrtle, ivy, straw*), others come from animals (*wool*), still others come from the earth (*amber and gold*) and from the sea (*coral*).

4. What time of year do the pleasures the speaker describes occur?

- ☞ The pleasures the speaker describes are made of materials that are only accessible in the springtime (“lambs” are born only in spring, and flowers and buds generally bloom in the warmer months).

5. What adjectives does Marlowe use to describe these materials? What sort of picture of the countryside is Marlowe painting through the cumulative impact of these descriptions?

- ☞ Marlowe uses romantic and flowery adjectives to describe the materials, emphasizing how valuable and important the Shepherd’s gifts are, and how beautiful and perfect the countryside is.

- ① This series of questions encourages students to begin to establish an understanding of the basic setting that characterizes all pastoral poetry—an eternal spring in idealized and beautiful countryside.

6. Reread stanza 4. How do the details in stanza 4 connect to details in stanza 2? What relationship between animals, humans, and nature is the speaker suggesting?

- ☞ Student responses should make a connection between the flocks tended by the shepherds in stanza 2, and the lambs from which the wool is sourced in stanza 4. Student inferences about the relationship between animals, humans, and nature may vary. Some students might suggest that the speaker understands the purpose of animals and nature as existing to fulfill human needs—in this case, a natural material derived from an animal (wool) is ultimately fashioned into human luxuries (gown and slippers). Others might infer that the speaker is suggesting that the relationship between animals, humans, and nature is a harmonious cycle of protection and mutual care—shepherds watch over flocks of sheep, sheep give birth to lambs, then humans use the wool from the lambs to make clothes and slippers that keep them safe and warm in the winter.

- ① This question prompts students to forge connections between the details in stanza 4 and the details in stanza 2 in order to broaden their analysis from Lesson 1 of how Marlowe shapes and refines a central idea of his text.