

11.1.1

Lesson 2

Introduction

In this lesson, students continue their study of Browning's "My Last Duchess," building their reading skills through a close exploration of lines 5–21 of the poem (from "I said / Frà Pandolf by design" to "For calling up that spot of joy"), in which Browning continues to introduce and develop the main character, the Duke, and his relationship to his last Duchess. Students also begin to practice the important skill of text annotation. They listen to a masterful reading of the poem before annotating the text in pairs and engaging in small group discussions centering around Browning's choices regarding the development of the Duke's character (RL.11-12.3). In so doing, students are also introduced to a standard addressed in the lesson, SL.11-12.1.b, before creating a class list of elements for a civil and democratic discussion.

Student learning in this lesson is assessed with a Quick Write about the development of the Duke's character. For homework, students reread lines 9 and 10 of the poem and consider the impact of the revelation that the portrait is kept behind a curtain that only the Duke may draw. They also continue to look for possible AIR texts.

Standards

Assessed Standard(s)	
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Addressed Standard(s)	
SL.11-12.1.b	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts and issues</i> , building on other ideas and expressing their own clearly and persuasively. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Assessment

Assessment(s)
<p>Student learning will be assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> What does the reader learn about the Duke through his description of the Duchess in lines 1–21 of the poem?
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify at least one aspect of the Duke’s character such as his obsession with possessions, or his jealousy and possessiveness, etc. Demonstrate the emergence of this aspect of the Duke’s character in lines 1–21.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> durst (v.) – dared mantle (n.) – a loose, sleeveless cloak or cape laps (v.) – lays partly over something underneath
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> design (v.) – plan or project

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RL.11-12.3, SL.11-12.1.b Text: “My Last Duchess,” lines 5–21 <p>Learning Sequence:</p> <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Introduction to Annotation 	<ol style="list-style-type: none"> 15% 10% 10%

4. Masterful Reading	4. 10%
5. Lines 5–21 Reading and Discussion	5. 40%
6. Quick Write	6. 10%
7. Closing	7. 5%

Materials

- Student copies of the 11.1 Common Core Learning Standards Tool (refer to 11.1.1 Lesson 1)
- Copies of the Annotation Codes Bookmark for each student
- Free audio resource of “My Last Duchess”: <http://www.poets.org/viewmedia.php/prmMID/15701>
- Student copies of the Short Response Rubric and Checklist (refer to 11.1.1 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

15%

Begin by reviewing the agenda and assessed standard for this lesson: RL.11-12.3. In this lesson, students explore Browning’s choices about how to introduce and develop the Duke in lines 1–21 of the poem. To support their analysis, students practice annotating the text as an important part of reading closely. Students engage in evidence-based discussion as well as complete a brief writing assignment to close the lesson.

- Students look at the agenda.

Inform students that they will begin working with two new standards in this lesson: RL.11-12.3 and SL.11-12.1.b. Ask students to individually read standards RL.11-12.3 and SL.11-12.1.b in the 11.1 Common Core Learning Standards Tool and assess their familiarity with and mastery of these standards.

- ▶ Students read and reflect on standards RL.11-12.3 and SL.11-12.1.b.

Instruct students to focus on RL.11-12.3. Ask students the following questions:

What are the elements of a story or drama?

- 💬 Students may identify plot/story, character, structure, or setting.

What does the standard ask students to do with the elements of a story or drama?

- 💬 The standard asks students to think about the author's choices regarding these elements and discuss the impact of these choices.

Instruct students to focus on SL.11-12.1.b and talk in pairs about what they think this standard means. Lead a brief discussion about the standard. Remind students to pay attention to the overarching standard SL.11-12.1 as well as SL.11-12.1.b.

- 💬 Student responses may include the following:

- Engaging in collaborative discussions
- Working together with diverse partners
- Being polite and fair in discussions
- Setting clear goals
- Adhering to time
- Remaining on task
- Establishing individual roles

- ① Make sure students are able to define what *civil* and *democratic* mean in the context of a discussion. Ask for volunteers to define these words.

Ask if there are any other additions that should be made to the list, and agree as a class upon a list of criteria for discussion that meets the standards and class/school norms.

Inform students that they will practice applying their understanding of SL.11-12.1.b in small group discussions later in the lesson.

Activity 2: Homework Accountability

10%

Remind students of the AIR requirement. Students should continue to find an appropriate text to read outside of class.

Ask several students to describe their search for an AIR text. Then, lead a brief class discussion about methods for choosing AIR texts and resources to help students.

Ask students to share in pairs the unfamiliar words they put in boxes for last night's homework, explaining that the class will address these words during the course of this lesson.

► Student pairs share the words that they put in boxes and their definitions.

💬 Student responses may include the following:

- design (line 6) – plan or project
- durst (line 11) – dared
- mantle (line 16) – a loose, sleeveless cloak or cape
- laps (line 16) – lays partly over something underneath

Activity 3: Introduction to Annotation

10%

Discuss the importance of annotation by asking the following questions:

What are some purposes for marking the text?

💬 Student responses may include that marking the text helps you to remember what you are reading by writing your thinking about the text, keep track of important ideas, think about unfamiliar words, and question the text or make connections between ideas.

① Consider explaining to students that annotation is a skill for reading closely and noting the relationship of annotation to standard RL.11-12.1: annotation helps students look closely at text evidence to determine a text's explicit and implicit meanings.

How does annotation change the way you read?

💬 Student responses may include the following:

- It connects the reader to the text more deeply by making a reader read more actively and pay close attention to details
- It makes it difficult to just read because it slows down your reading

Explain that readers use shorthand ways of marking text so as not to take time away from their reading. Display and explain the following codes:

- Box unfamiliar words.
- Star (*) important or repeating ideas.
- Put a question mark (?) next to a section you are questioning or confused about, and write your question down.

- Use an exclamation point (!) for connections between ideas or ideas that strike or surprise you in some way, and provide a brief note explaining the connection.

Share with students that, besides using the codes, marking the text with their thinking in relation to the codes is important. Explain that students will use these codes throughout the year, beginning with their reading of “My Last Duchess,” to think more deeply about the details in the text and keep track of their thinking about text.

- ▶ Students write the annotation codes in their notebooks or refer to the Annotation Codes Bookmark and their explanations.

① **Differentiation Consideration:** To help students remember annotation codes, post them somewhere in the classroom, and make sure students have made copies of the codes in their notebooks or agendas. The process of annotation can be complex for some students. Some students need the annotation symbol available to them on chart paper, on a handout/bookmark, and/or posted on their desk.

Distribute copies of the Annotation Markings Bookmark.

Activity 4: Masterful Reading

10%

Transition students to a Masterful Reading of “My Last Duchess” in its entirety. Instruct students to pay attention to how the Duke describes the Duchess.

- ▶ Students follow along, reading silently.

Activity 5: Lines 5–21 Reading and Discussion

40%

Divide students into pairs and instruct them to read and annotate lines 5–21 of “My Last Duchess,” from “I said / Frà Pandolf by design” to “For calling up that spot of joy,” focusing on observations about the Duke.

- ▶ In pairs, students read and annotate lines 5–21 of “My Last Duchess.”

① This is a syntactically complex and dense section of text and students may need some support for comprehension.

Instruct students to read lines 6–12 as a class, ignoring the parentheses in lines 9 and 10. Ask students to paraphrase these lines.

- 💬 Strangers like you always ask me, if they dare, how the Duchess came to look that way in the portrait.

① Students' homework for this lesson will be to consider the parenthetical text in lines 9 and 10.

① **Differentiation Consideration:** If additional scaffolding is needed, ask students to identify who "they" are (strangers who look at the painting) and where "there" is (the Duchess's face, or countenance). Students should know *durst* from looking it up the previous evening.

Lead a brief full-class discussion asking students to further annotate where necessary.

Divide students into small groups to discuss questions on the text. Remind students to practice building on others' ideas and expressing their own clearly and persuasively in civil, democratic discussion with their peers (SL.11-12.1.b). Also, remind students to use their annotations to help them.

Instruct students to reread lines 5–12, from "I said / Frà Pandolf by design, for never read" to "if they durst / How such a glance came there." Ask students to answer the following questions in their groups before sharing out with the class.

Whom does the Duke reference in line 6?

☞ The Duke refers to Frà Pandolf, the painter from line 3.

What does "by design" mean in this context?

☞ In this context, "by design" means "on purpose or intentionally."

① **Differentiation Consideration:** To scaffold up to the definition of "by design," instruct students to look up and share different definitions of *design*. Ask students what "by design" might mean if *design* can mean "plan or project."

Why does the Duke claim in lines 6–12 that he mentions Frà Pandolf "by design"?

☞ The Duke claims that those who view the portrait are so stunned by the portrait that they ask him how it is possible to paint such a lifelike picture.

For what other reasons might the Duke mention Frà Pandolf twice in the first six lines of the poem?

- ☞ Student responses may include:
- Frà Pandolf may be a famous artist or a painter known for his skill.
 - The Duke may be trying to impress his visitor.

In line 11, what do the words "if they durst" suggest about the Duke's view of himself?

☞ The Duke views himself as an important person.

Lead a brief full-class discussion of these questions.

Instruct students to read lines 13–21, from “Sir, ‘twas not / Her husband’s presence only” to “For calling up that spot of joy.” Ask students to answer the following questions in their groups before sharing out with the class.

What does the Duke imply when he uses the word “only” in line 14?

- He implies that it should be “her husband’s presence only” that causes her such pleasure.

What does the phrase “that spot of joy” suggest about the Duchess? What does the Duke imply in lines 15–19 might have caused such an expression?

- He implies that the Duchess is blushing with pleasure. The Duchess was pleased by compliments from Frà Pandolf.
- It might be useful here to explain to students that a *mantle* means “a loose piece of clothing without sleeves that was worn over other clothes,” and that *laps* is used to mean “lays partly over something underneath.”

What does the Duke mean by “such stuff” in line 19? What does the Duke’s use of the phrase “such stuff” suggest about his attitude towards Frà Pandolf?

- Such stuff refers to Frà Pandolf’s compliments to the Duchess. The Duke is dismissive of Frà Pandolf’s compliments—he thinks them unworthy of attention.

How did the Duchess respond to “such stuff” (line 19)? Cite evidence from the text that supports your response.

- The Duchess was pleased by such things: “such stuff / Was courtesy, she thought” and she would blush with pleasure. Students should note the repetition of the phrase “that spot of joy.”

What does the Duke imply when he remarks that, “such stuff / Was courtesy she thought, and cause enough / For calling up that spot of joy” (lines 19–21)?

- The Duke implies that he disapproves of the Duchess’s pleasure in “such stuff.”

Lead a brief full-class discussion of these questions.

Activity 6: Quick Write

10%

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

What does the reader learn about the Duke through his description of the Duchess in lines 1–21 of the poem?

- ▶ Students listen and read the Quick Write prompt.

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

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

- ▶ Students independently answer the prompt, using evidence from the text.

☞ See the High Performance Response at the beginning of this lesson.

① Students will use this Quick Write again in 11.1.1 Lesson 4.

Activity 7: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to reread lines 9 and 10 of the poem and respond in writing to the following questions:

What do you learn about the portrait? How does this develop your understanding of the Duke's character?

Also, instruct students to continue to look for texts for their AIR reading.

- ▶ Students follow along.

Homework

Reread lines 9 and 10 of the poem and respond in writing to the following questions:

What do you learn about the portrait? How does this develop your understanding of the Duke's character?

In addition, continue to look for texts for AIR.

Annotation Codes Bookmark

Annotation Markings Bookmark	Annotation Markings Bookmark	Annotation Markings Bookmark
Box unfamiliar words.	Box unfamiliar words.	Box unfamiliar words.
Star (*) important or repeating ideas.	Star (*) important or repeating ideas.	Star (*) important or repeating ideas.
Put a question mark (?) next to a section you're questioning or confused about.	Put a question mark (?) next to a section you're questioning or confused about.	Put a question mark (?) next to a section you're questioning or confused about.
Use an exclamation point (!) for connections between ideas or ideas that strike or surprise you in some way.	Use an exclamation point (!) for connections between ideas or ideas that strike or surprise you in some way.	Use an exclamation point (!) for connections between ideas or ideas that strike or surprise you in some way.
<i>Remember</i> to write notes in the margin as you read to record your ideas and thoughts.	<i>Remember</i> to write notes in the margin as you read to record your ideas and thoughts.	<i>Remember</i> to write notes in the margin as you read to record your ideas and thoughts.