

11.1.1

Lesson 6

Introduction

In this lesson, the End-of-Unit Assessment, students engage in an evidence-based discussion of Browning's choices in introducing and developing the Duke over the course of "My Last Duchess." This discussion will prepare students to draft a one-paragraph analysis of how the revelation at the end of the poem impacts the development of the Duke's character over the course of the poem. This assessment builds upon students' previous work with standard RL.11-12.3 and requires students to put into practice the writing standards introduced in the earlier lessons of the module. As such, it scaffolds them towards the written assessments they will encounter in later assessments of the module. At the same time, the focus on character development in this assessment will support students' work in later Mid-Unit and lesson assessments, particularly in relation to their reading of *Hamlet*. For homework, students will continue with their AIR.

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).
W.11-12.2.b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Addressed Standard(s)	
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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.
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Assessment

Assessment(s)
<p>The learning in this lesson is captured through the End-of-Unit Assessment. Students write a one-paragraph response to the following prompt:</p> <ul style="list-style-type: none"> How does the revelation in lines 45–47 impact the development of the Duke’s character over the course of the poem? <p>① Student responses are evaluated using the Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify the revelation at the end of the poem that the Duke has disposed of his wife, possibly by murder, and is now seeking to marry again. Determine several aspects of the Duke’s character that emerge over the course of the poem, such as jealousy, a controlling nature, power, pride, arrogance, an obsession with possessions; etc. Discuss how Browning develops these aspects through the revelation at the end of the poem. <p>Student responses may include:</p> <ul style="list-style-type: none"> The revelation at the end of the poem confirms the suspicions, which Browning planted that the Duke is a jealous and controlling character whose desire to possess the Duchess completely may have driven him to murder. His actions in silencing his Duchess and suppressing her smiles show him to be ruthless in his desire for control. The ending of the poem confirms the Duke’s presentation of himself as a powerful man, at whose commands “All smiles stopped,” and who feels confident enough in his status that he is comfortable revealing his actions to the representative of the father of a woman whom he hopes to marry. He shows himself to be both powerful and arrogant. The power of his commands to stop all smiles also contradicts his statement that he is a man with little skill in speech: clearly, when he speaks, others listen and act. The revelation and the ending of the text shed new light on the Duke as a man who appreciates fine art: his casual reference to Neptune in the closing lines of the poem confirm our suspicions

that he viewed his last Duchess not as a person, but as a piece of artwork to be admired.

- The revelation undermines the Duke’s reliability as a narrator: the extreme lengths to which he takes his jealousy and possessiveness make the reader doubt his description of the Duchess as a slightly flirtatious woman who places too much emphasis on “triflings.”
- The ending of the poem creates a great deal of uncertainty and raises many questions. For example, what was the fate of the last Duchess, what was her real character and the nature of her relationship with the Duke, and to what extent can the Duke be considered sane?

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> • None.*
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> • None.*

*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words by following the protocols described in 1E of this document

http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> • Standards: RL.11-12.3, W.11-12.2.b, RL.11-12.1, RL.11-12.2, RL.11-12.6, SL.11-12.1.b • Text: Browning’s “My Last Duchess,” full text 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Small Group Discussion and Evidence Gathering 4. End-of-Unit Assessment 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 30% 4. 50% 5. 5%

Materials

- Copies of the “My Last Duchess” Discussion Tool for each student
- Copies of the End-of-Unit Assessment for each student
- Copies of the Text Analysis Rubric and Checklist for each student

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

5%

Begin by reviewing the agenda and sharing the assessed standards for this lesson: RL.11-12.3 and W.11-12.2.b. In this lesson, students participate in small-group discussions in which they gather and organize ideas and evidence in preparation for the End-of-Unit Assessment. They will then complete the End-of-Unit Assessment where they use textual details from “My Last Duchess” to craft a one-paragraph response about how the revelation at the end of the poem impacts development of the Duke’s character over the course of the text.

- Students listen.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they applied their focus standard, RL.11-12.1, to their AIR text. Lead a brief share out by selecting several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- Students (or student pairs) discuss and share how they applied their focus standard (RL.11-12.1) to their AIR text from the previous lesson’s homework.

Instruct students to share in pairs their response to the question of why the bronze statue described in lines 54–56 is important to the Duke.

- ▶ Students discuss and share their response to the homework question. Student responses may include:
- 🗨 Student responses may include:
 - The Duke thinks it is important because it shows Neptune taming (controlling) a sea-horse.
 - The Duke thinks it is important because it is “thought a rarity” (an object he values as part of his art collection).
 - The Duke thinks it is important because it was cast in bronze especially for the Duke.
 - The statue is of Neptune taming a sea-horse, which shows the Duke’s need for power and control.

Activity 3: Small Group Discussion and Evidence Gathering

30%

Direct students to form small groups, and distribute the “My Last Duchess” Discussion Tool. Instruct students to use the tool to discuss the following prompt:

Reread the poem to determine what the text says explicitly and what is left uncertain about the Duke’s character.

Remind students to practice building on others’ ideas and expressing their own clearly and persuasively in a civil, democratic discussion with their peers (SL.11-12.1.b).

- ▶ In collaborative discussion, students add descriptions and evidence of the Duke’s character into the Discussion Tool. Each student should record ideas on his or her own tool for use in the written assessment.

Activity 4: End-of-Unit Assessment

50%

Display the End-of-Unit Assessment prompt:

How does the revelation in lines 45–47 impact the development of the Duke’s character over the course of the poem?

Ask students if they have any remaining questions.

- ▶ Students examine the End-of-Unit Assessment prompt and ask remaining questions.

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

Explain to students that because it is a formal writing task, the End-of-Unit Assessment should include the most significant and relevant textual evidence.

Distribute and review the Text Analysis Rubric. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria.

- ▶ Students review the Text Analysis Rubric.

Remind students as they write to refer to the notes, tools, and annotated text from the previous lessons.

- ▶ Students listen.

① Consider instructing students to reference independently their responses to the Lesson 1 Quick Write. Reviewing their initial impressions of meaning and tone in the first eight lines of the poem may support an understanding of the Duke's development as an unreliable narrator over the course of the poem, as the reader learns more about his relationship with the Duchess and her eventual disappearance or demise.

Transition students to independent writing time. Give students the remaining class period to write.

- ▶ Students write the End-of-Unit Assessment.

① Circulate around the room and offer non-content support as needed. When circulating the room to provide support, remind students that this is an assessment of independent textual analysis so the teacher cannot provide direction on specific content from the text.

① Students who finish early can read their AIR text.

Collect responses before the end of the lesson.

- ▶ Students submit their End-of-Unit Assessment.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue their AIR through the lens of their focus standard (RL.11-12.1) and prepare for a 3–5 minute discussion of their text based on that standard.

- ▶ Students follow along.

Homework

Continue AIR through the lens of the focus standard (RL.11-12.1) and prepare for a 3–5 minute discussion of your text based on that standard.

“My Last Duchess” Discussion Tool

Name:		Class:		Date:	
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Elements of the Duke’s Character Made Explicit in the Poem	Elements of the Duke’s Character Left Uncertain

Model “My Last Duchess” Discussion Tool

Elements of the Duke’s Character Made Explicit in the Poem	Elements of the Duke’s Character Left Uncertain
JEALOUSY/CONTROLLING NATURE: He keeps the portrait behind a curtain that only he is allowed to draw (lines 9–10). He is enraged by the fact that she was pleased by all she looked upon, exclaiming that “her looks went everywhere” (line 24) and he accuses her of having “a heart... too soon made glad” (line 22).	MURDERER? It is left uncertain whether or not the Duke killed his wife or got rid of her by other means such as sending her to a convent: he merely notes that “I gave commands; / Then all smiles stopped together” (lines 45–46).
PRIDE: He refers to compliments and trifles given to his Duchess as “such stuff” (line 19), indicating that he feels such things are beneath him. He dismisses a man who broke a cherry bough for the Duchess as “an officious fool” (line 27). He is proud of his “nine-hundred-years-old name” and thinks that the Duchess should rate this above all gifts: “She thanked men,—good! But thanked / Somehow, I know not how—as if she ranked / My gift of a nine-hundred-year-old name / With anybody’s gift” (lines 31–34). He views the idea of correcting his Duchess as “stooping” (line 42).	MADMAN? We are left uncertain as to the sanity of the Duke: is he a murderous madman who is calmly recounting the killing of his wife, or is he merely a snobbish eccentric lover of art.
POWER: The Duke is clearly a powerful man—“I gave commands; / Then all smiles stopped together” (lines 45–46).	RELATIONSHIP WITH WIFE? The Duke’s relationship to his wife is left ambiguous: it is not clear whether he ever “stooped” to correct her or whether they quarreled about her friendliness (lines 34–43).
ARROGANCE: The Duke remarks that people would ask him about the portrait “if they durst,” implying that he sees himself as an intimidating and powerful figure. He is also arrogant enough to imply in lines 45–46 (“I gave commands; / Then all smiles stopped together”) that he may have murdered his wife.	
LOVE OF ART: The Duke clearly takes pride in his art collection. He shows pride in the “wonder” that is Frà Pandolf’s painting (line 3). He also takes pains to point out the “rarity” of the bronze statue of Neptune taming a sea-horse in the final lines (lines 54–56).	

End-of-Unit Assessment (11.1.1 Lesson 6)

Text-Based Response

Your Task: Rely on your reading and analysis of “My Last Duchess” to write a well-developed response to the following prompt:

How does the revelation in lines 45–47 impact the development of the Duke’s character over the course of the poem?

Your writing will be assessed using the Text Analysis Rubric.

Guidelines:

Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCLS: RL.11-12.3; W.11-12.2.b

Commentary on the Task:

This task measures RL.11-12.3 because it demands that students:

- Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

This task measures W.11-12.2.b because it demands that students:

- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

Text Analysis Rubric

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Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis: The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text. (11-12.W.2, 11-12.W.9, 11-12.R.2, 11-12.R.5)	Introduce a well-reasoned claim regarding the development and interaction of two or more central ideas. Demonstrate a complex analysis of how the central ideas interact and build on one another. and/or Demonstrate a thoughtful analysis of how the structure of text(s) contributes to overall meaning, aesthetic impact, clarity, or persuasiveness.	Introduce a clear and focused claim regarding the development or interaction of two or more central ideas. Demonstrate an appropriate analysis of how the central ideas interact and build on one another. and/or Demonstrate an appropriate analysis of how the structure of text(s) contributes to overall meaning, aesthetic impact, clarity, or persuasiveness.	Introduce a claim regarding the development of a single central idea; or Introduce a simple or unsupported claim regarding the development or interaction of two or more central ideas. Demonstrate a superficial and/or mostly literal analysis of how the central ideas interact and build on one another. and/or Demonstrate a superficial and/or mostly literal analysis of how the structure of text(s) contributes to overall meaning, aesthetic impact, clarity, or persuasiveness.	Introduce a confused or incomplete claim. and/or Demonstrate a minimal analysis of how central ideas interact or build on one another and/or Demonstrate a minimal analysis of how the structure of text(s) contributes to overall meaning, aesthetic impact, clarity, or persuasiveness.
Command of Evidence: The extent to which the response presents evidence from the provided text to support analysis. (11-12.W.2.b, 11-12.W.9)	Present ideas clearly and consistently, making effective use of the most relevant and sufficient evidence to support analysis.	Present ideas sufficiently, making adequate use of relevant evidence to support analysis, but ignores evidence the better supports the analysis.	Present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant.	Present little or no evidence from the text.
Coherence, Organization, and Style: The extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language. (11-12.W.2.a, e)	Exhibit logical organization of ideas, so each new element builds on that which precedes it and creates a unified whole. Establish and maintain a formal style, using precise language and sound structure.	Exhibit acceptable organization of ideas and information to create a coherent response. Establish and maintain a formal style, using appropriate language and structure.	Exhibit inconsistent organization of ideas and information, failing to create a coherent response. Lack a formal style, using language that is basic, inappropriate, or imprecise.	Exhibit little organization of ideas and information. Use language that is predominantly incoherent, inappropriate, or copied directly from the task or text. Are minimal, making assessment unreliable.
Control of Conventions: The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (11-12.L.1, 11-12.L.2)	Demonstrate control of the conventions with infrequent errors.	Demonstrate partial control of conventions with occasional errors that do not hinder comprehension.	Demonstrate emerging control of conventions with some errors that hinder comprehension.	Demonstrate a lack of control of conventions with frequent errors that make comprehension difficult. Are minimal, making assessment of conventions unreliable.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

Text Analysis Checklist

Assessed Standard: _____

	Does my writing...	✓
Content and Analysis	Introduce a well-reasoned claim regarding the development and interaction of two or more central ideas?	<input type="checkbox"/>
	Demonstrate a complex analysis of how central ideas interact and build on one another? and/or Demonstrate a thoughtful analysis of how the structure of text(s) contributes to overall meaning, aesthetic impact, clarity, or persuasiveness?	<input type="checkbox"/>
Command and Evidence	Present ideas clearly and consistently, making effective use of the most relevant and sufficient evidence to support analysis?	<input type="checkbox"/>
Coherence, Organization, and Style	Exhibit logical organization of ideas, so each new element builds on that which precedes it and creates a unified whole?	<input type="checkbox"/>
	Establish and maintain a formal style, using precise language and sound structure?	<input type="checkbox"/>
Control of Conventions	Demonstrate control of the conventions with infrequent errors?	<input type="checkbox"/>