

## 10.1

## Module Overview

## Reading Closely and Writing to Analyze: How Do Authors Develop Complex Characters and Ideas?

<b>Texts</b>	<p><b>Unit 1:</b> “The Passionate Shepherd to His Love” by Christopher Marlowe; “The Nymph’s Reply to the Shepherd” by Sir Walter Raleigh; “Raleigh Was Right” by William Carlos Williams</p> <p><b>Unit 2:</b> “The Palace Thief” from <i>The Palace Thief</i> by Ethan Canin</p> <p><b>Unit 3:</b> <i>The Joy Luck Club</i> by Amy Tan, “Two Kinds,” “Rules of the Game”; <i>Friday Night Lights</i> by H. G. Bissinger, “Dreaming of Heroes”</p>
<b>Number of Lessons in Module</b>	38 (including Module Performance Assessment)

### Introduction

In Module 10.1, students engage with literature and nonfiction texts and explore how complex characters develop through their interactions with each other, and how these interactions develop central ideas such as parental and communal expectations, self-perception and performance, and competition and learning from mistakes.

Module 10.1 introduces foundational protocols and routines for reading, writing, and discussion that students will continue to build upon and strengthen throughout the year. Students develop close reading skills, strengthen their writing through revisions and editing, and refine their speaking and listening skills through discussion-based assessment and evidence based collaborative analysis.

In Unit 10.1.1, students analyze how authors shape, refine, and transform shared central ideas as they read three thematically related poems: Christopher Marlowe’s iconic poem “The Passionate Shepherd to His Love,” Sir Walter Raleigh’s critical reply “The Nymph’s Reply to the Shepherd,” and William Carlos Williams’ contemporary contribution “Raleigh Was Right.” This unit introduces students to poets in conversation, and encourages students to make connections across all three texts. Students consider the choices each author makes, with a focus on how each author shapes and refines central ideas and themes shared in all three texts.

In Unit 10.1.2, students will read Ethan Canin’s “The Palace Thief,” exploring character interactions and motivations and how they contribute to the development of a central idea. Students also have the

opportunity to analyze how rich figurative language contributes to a better understanding of evolving characters and emotions in the story.

In Unit 10.1.3, students read “Two Kinds” and “Rules of the Game” from Amy Tan’s *The Joy Luck Club*, and “Dreaming of Heroes,” a chapter from H. G. Bissinger’s nonfiction text *Friday Night Lights*. In their work with Tan’s “Two Kinds” and “Rules of the Game,” students analyze how Tan develops central ideas through the interactions between complex characters. Students continue their analysis of how authors shape and refine central ideas in their exploration of Bissinger’s non-fiction text “Dreaming of Heroes,” as they forge thematic connections with the central ideas of Tan’s fiction, such as parental and communal expectations, and identity formation and performance.

The End-of-Unit Assessments provide scaffolding for the Module Performance Assessment in which students choose one relationship from either Ethan Canin’s “The Palace Thief,” the two chapters from Amy Tan’s “Joy Luck Club,” or the chapter from H. G. Bissinger’s “Friday Night Lights” in order to explore how that relationship develops a central idea in the text.

## Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based conversations about text
- Use rubrics for self-assessment and peer review of writing
- Revise writing
- Generate and respond to questions in scholarly discourse
- Independently preview text in preparation for supported analysis
- Present information, findings, and supporting evidence clearly, concisely, and logically
- Incorporate domain specific vocabulary in written and verbal responses

## English Language Arts Outcomes

### Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core Standards and will be a strong focus in every English Language Arts module and unit in grades 9–12.

CCS Standards: Reading – Literature	
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.9-10.4	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.
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Reading – Informational Text	
RI.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.
RI.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.
RI.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Writing	
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 9–10 Reading standards</i> to literature b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of purposes, tasks, and audiences.
CCS Standards: Speaking & Listening	
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L.9-10.4.a–d	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–d).

## Module-Specific Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

CCRA Anchor Standards: Reading	
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.
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCS Standards: Reading – Literature	
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.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
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).
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
CCS Standards: Reading – Informational Text	
RI.9-10.2	Determine a central idea of a text and analyze 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.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

CCS Standards: Writing	
W.9-10.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>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.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>CCS Standards: Speaking &amp; Listening</b>	
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<b>CCS Standards: Language</b>	
L.9-10.2.a, c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. c. Spell correctly.
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

<b>CCRA: Reading</b>	
None.	
<b>CCS Standards: Reading – Literature</b>	
None.	
<b>CCS Standards: Reading – Informational Text</b>	
None.	
<b>CCS Standards: Writing</b>	
None.	
<b>CCS Standards: Speaking &amp; Listening</b>	
SL.9-10.1.a, c, e	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.

	<ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</li> <li>c. 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.</li> <li>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</li> </ul>
<b>CCS Standards: Language</b>	
L.9-10.1.a, b	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use parallel structure.</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>
L.9-10.4.a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>

## Module Performance Assessment

In this four-lesson Performance Assessment, students respond to a prompt that asks them to choose one relationship from within one of the texts in this unit in order to explore how that relationship develops a central idea in the text.

In Lesson 1, students work in small groups to review their annotations and previous work with the module texts to generate a list of relationships. Students engage in a collaborative brainstorm as they generate observations, add evidence, and make statements about these relationships and how they develop a central idea in the text. At the end of Lesson 1, each student selects a focal relationship for their essay, based on the evidence-based discussion.

In Lesson 2, students draft a statement about how their chosen relationship develops a central idea in the text and begin to organize the relevant textual evidence to support their statement.

In Lesson 3, students independently write a first draft of their essay using the analysis from the previous lessons.

In Lesson 4, students self-review or peer review using the Text Analysis Rubric to strengthen and refine the response they drafted in the previous lesson.

## Texts

<b>Unit 1: “We cannot go to the country / for the country will bring us / no peace”</b>
Marlowe, Christopher “The Passionate Shepherd to his Love.” 1599.
Raleigh, Sir Walter “The Nymph’s Reply to the Shepherd.” 1600.
Carlos Williams, William “Raleigh Was Right.” <i>The Collected Poems: Volume II, 1939-1962</i> . 1944.
<b>Unit 2: “For one does not alter history without conviction.”</b>
Canin, Ethan. “The Palace Thief.” <i>The Palace Thief</i> . New York: Random House, 1994. pp. 155–205. Print.
<b>Unit 3: “I won’t let her change me, I promised myself. I won’t be what I’m not.”</b>
Tan, Amy. “Rules of the Game.” <i>The Joy Luck Club</i> . New York: Putnam’s, 1989. pp. 89–101. Print.
Tan, Amy. “Two Kinds.” <i>The Joy Luck Club</i> . New York: Putnam’s, 1989. pp. 132–134. Print.
Bissinger, H. G. “Chapter 4: Dreaming of Heroes.” <i>Friday Night Lights: A Town, a Team, and a Dream</i> . Cambridge, MA: De Capo, 1990. pp. 73–88. Print.

## 10.1 Module-at-a-Glance Calendar

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
<b>Unit 1: “We cannot go to the country / for the country will bring us / no peace”</b>				
“The Passionate Shepherd to his Love” by “The Nymph’s Reply to the	7	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension</li> </ul>	<b>CCRA.R.5</b> <b>CCRA.R.6</b> <b>RL.9-10.1</b> <b>RL.9-10.2</b> <b>RL.9-10.4</b>	There is no Mid-Unit Assessment for this unit. <b>End-of-Unit:</b> The End-of-Unit Assessment evaluates cumulative



Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Shepherd” “Raleigh Was Right”		and analysis <ul style="list-style-type: none"> <li>Engage in productive evidence-based discussions about text</li> <li>Collect and organize evidence from texts to support analysis in writing</li> <li>Make claims about and across texts using specific textual evidence</li> <li>Develop and incorporate domain specific vocabulary in written and verbal responses</li> </ul>	<b>RL.9-10.9</b> <b>W.9-10.2.b, d</b> W.9-10.9 SL.9-10.1 L.9-10.4.a L.9-10.5	student understanding of the relationship between the three poems in this unit. Students draw upon their unit-wide analysis of word choice, structure, and key details in their written response to the following prompt: How does Williams draw upon and transform the themes established by Marlowe and Raleigh?
<b>Unit 2: “For one does not alter history without conviction”</b>				
“The Palace Thief”	13	<ul style="list-style-type: none"> <li>Read closely for textual details</li> <li>Annotate texts to support comprehension and analysis</li> <li>Engage in productive evidence-based discussions about text</li> <li>Collect and organize evidence from text to support analysis in</li> </ul>	<b>RL.9-10.1</b> <b>RL.9-10.2</b> <b>RL.9-10.3</b> <b>RL.9-10.4</b> <b>W.9-10.2</b> <b>W.9-10.9</b> SL.9-10.1 SL.9-10.4 <b>L.9-10.1</b> <b>L.9-10.5</b>	<b>Mid-Unit:</b> Students demonstrate their understanding of the text as they analyze how the narrator has developed over the course of the text, citing supporting evidence in their response.  <b>End-of-Unit:</b> Students use the skills and habits they have been building throughout the unit to craft a multi-paragraph

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		writing <ul style="list-style-type: none"> <li>• Make claims about the text using specific textual evidence</li> <li>• Incorporate newly learned vocabulary in written and verbal responses</li> <li>• Express and analyze evolving impressions of the text as it advances</li> </ul>		response to the End-of-Unit Assessment prompt: What central idea is developed in “The Palace Thief”? Students should consider how the narrator and his interaction with other characters helps develop the central idea. Students should cite evidence and incorporate vocabulary words from the text to support their responses.
<b>Unit 3: “I won’t let her change me, I promised myself. I won’t be what I’m not.”</b>				
“Two Kinds” and “Rules of the Game” from <i>The Joy Luck Club</i> “Dreaming of Heroes” from <i>Friday Night Lights</i>	14	<ul style="list-style-type: none"> <li>• Read closely for textual details</li> <li>• Annotate texts to support comprehension and analysis</li> <li>• Engage in productive evidence-based conversations about text</li> <li>• Determine meaning of unknown vocabulary</li> <li>• Provide an objective summary of the text</li> </ul>	RL.9-10.1 <b>RL.9-10.2</b> <b>RL.9-10.3</b> RL.9-1-.4 RI.9-10.1 <b>RI.9-10.2</b> <b>RI.9-1-.3</b> <b>RI.9-10.6</b> W.9-10.1 <b>W.9-10.2.b, d</b> <b>W.9-10.4</b> <b>W.9-10.9</b> SL.9-10.1.a, c, e <b>SL.9-10.4</b> L.9-10.1.a	<b>Mid-Unit:</b> Students collaboratively craft a presentation in response to the following prompt: How does Tan develop a central idea in “Two Kinds”? Students are assessed on the presentation of their findings, as well as an accompanying brief written response.  <b>End-of-Unit:</b> Students demonstrate cumulative understanding of how the central ideas of Amy

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> <li>Paraphrase and quote relevant evidence from a text</li> <li>Critique one's own writing and peers' writing</li> <li>Revise writing</li> <li>Generate and respond to questions in scholarly discourse</li> <li>Present information, findings, and supporting evidence clearly, concisely, and logically</li> </ul>	<b>L.9-10.2</b> L.9-10.4.a L.9-10.5	Tan's <i>Joy Luck Club</i> and H. G. Bissinger's <i>Friday Night Lights</i> are developed through key details in their formal written response to the End-of-Unit Assessment prompt: Choose either "Rules of the Game" or "Two Kinds" from <i>Joy Luck Club</i> , and compare it to Bissinger's "Dreaming of Heroes" from <i>Friday Night Lights</i> . How do the relationships between children and their parents develop the central ideas of these two texts?