

M1.U1.L1

- Standards: CCRA.R.5, RL.9-10.2
- Text: "The Passionate Shepherd to His Love"
Christopher Marlowe (stanzas one and two)

Guiding Question:

How does the structure of Marlowe's poem develop a central idea of the text?

Guiding Question

Lesson Agenda

Learning Sequence:

1. Introduction of Module and Lesson Agenda
2. Annotation and Masterful Reading
3. Stanzas 1–2 Reading and Discussion
4. Quick Write
5. Closing

Lesson One Agenda

Learning Standards

you
CCRA.R.5 *break down, consider, study*
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.

you
RL.9-10.2 *text*
Determine the 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.

you
Circle verbs
annotate

you
What happened?
no feeling, no emotion, no opinion, opposite is subjective

Learning Standards

Learning Standards

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). *Studying diction*

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. *Box*

Learning Standards

Introduction to Close Reading

Text:

"The Passionate Shepherd to His Love"
Christopher Marlowe (stanzas one and two)

Lesson 1 - Text

Annotation Strategy

1. Put a question mark next to a section you're questioning (?).
2. Write in the margin at the top or bottom of the page to record questions (and perhaps answers) that a passage raises in your mind.
3. Use an exclamation point for areas that remind you of another text, strike you in some way, or surprise you (!).
4. Star ideas that seem important, or may support your thesis writing later (*).
5. **Box** or circle words and phrases that you do not know or that you find confusing. Rewrite a word or phrase you might have figured out.
6. Add an arrow to make connections between points (→).

Annotation Strategy

Masterful Reading of "The Passionate Shepherd to His Love"
by Christopher Marlowe

Annotate while you listen

Masterful Reading

THE PASSIONATE SHEPHERD TO HIS LOVE
Christopher Marlowe. 1599.

Come live with me and be my love,
And we will all the pleasures prove
That hills and valleys, dale and field,
And all the craggy mountains yield.

There will we sit upon the rocks
And see the shepherds feed their flocks,
By shallow rivers, to whose falls
Melodious birds sing madrigals.

There will I make thee beds of roses
And a thousand fragrant posies,
A cap of flowers, and a kirtle
Embroidered all with leaves of myrtle.

A gown made of the finest wool
Which from our pretty lambs we pull,
Fair lined slippers for the cold,
With buckles of the purest gold.

A belt of straw and ivy buds
With coral clasps and amber studs:
And if these pleasures may thee move,
Come live with me and be my love.

Thy silver dishes for thy meat
As precious as the gods do eat,
Shall on an ivory table be
Prepared each day for thee and me.

The shepherd swains shall dance and sing
For thy delight each May morning:
If these delights thy mind may move,
Then live with me and be my love.

Text

Tier Three Vocabulary

Lesson 1

- probe** (v.) – to learn or find out by experience (archaic) *Used in poem*
- steep** (adj.) – steep (archaic)
- yield** (v.) – gives up or surrenders
- line** (n.) – a single row of words in a poem
- stanza** (n.) – a group of lines in a poem, separated by spaces from other stanzas, much like a paragraph in prose
- couplet** (n.) – two lines of poetry, one after the other, that rhyme and are of the same length and rhythm
- rhyme** (n.) – having the same sound at the end of two or more words
- end rhyme** (n.) – rhyming words at the ends of the lines of a poem
- rhyme scheme** (n.) – the pattern of end rhymes in a poem
- alliteration** (n.) – repeating the consonant sounds at the beginnings of and within nearby words

Structure of poetry

She sells sea shells by the sea shore

Tier 3 Vocabulary

Activity 3: Stanzas 1–2 Reading and Discussion (whole class discussion)

1. From whose point of view is this poem being told? Who is the intended audience?

Speaker: Shepherd
Audience: his Love person whom the shepherd loves

Act 3 R/D Whole

Activity 3: Stanzas 1–2 Reading and Discussion (in pairs)

1. Read line 1 aloud to your classmate; then listen as your classmate reads line 1 aloud to you. Annotate your text with connecting arrows for examples of alliteration at the beginning of words.

2. Read line 2 aloud to your classmate; then listen as your classmate reads line 2 aloud to you. Annotate your text with connecting arrows for examples of alliteration at the beginning of words.

all.

Come live with me and be my love,
And we will all the pleasures prove
That hills and valleys, dale and field,
And all the craggy mountains yield.

Activity 3 R?D Pairs 1

Activity 3: Stanzas 1–2 Reading and Discussion (in pairs)

Record the answer to each question in the Reading Section of your binder.

2. What is the speaker inviting the listener to do? Underline the keywords in the text that tell you so.
3. What does the speaker promise the listener in return? Underline one or two words in the text that tell you.
4. How can the title of this poem develop your understanding of the central ideas of Marlowe's first stanza?
5. Look back at the words you linked in the alliteration activity. Now that you identified a central idea of the first stanza, why might Marlowe use alliteration to connect the words you identified?

Activity 3 R?D Pairs 2