Introduction

In this lesson, students continue their exploration of Marlowe’s “The Passionate Shepherd to His Love.” Students read stanzas 3–6 (from “And I will make thee beds of roses” to “Then live with me and be my love”), in which the shepherd tries to convince his love to accept his initial invitation. Students analyze the shepherd’s promises to his love, focusing on the cumulative impact of Marlowe’s pastoral imagery on the meaning and tone of his poem. Student learning is assessed via a Quick Write at the end of the lesson: How does the time and place that Marlowe evokes in stanzas 3–6 develop a central idea of his poem?

For homework, students continue to search for an appropriate Accountable Independent Reading (AIR) text. Students also respond to a prompt that asks them to consider how Marlowe’s repetition of words and phrases impacts the meaning and tone of his poem.

Standards

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<tr>
<th>Assessed Standard(s)</th>
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<tbody>
<tr>
<td>RL.9-10.2</td>
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<td>RL.9-10.4</td>
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<td>RL.9-10.5</td>
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<tr>
<th>Addressed Standard(s)</th>
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<tr>
<td>W.9-10.2.d</td>
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Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Assessment**

Assessment(s)

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How does the time and place that Marlowe evokes in stanzas 3–6 develop a central idea of his poem?

High Performance Response(s)

A High Performance Response should:

- Identify the time and place Marlowe evokes in the poem (e.g., Marlowe describes a beautiful and peaceful spring in the countryside, full of comforts and pleasures.).
- Identify a central idea in the poem (e.g., the relationship between humans and nature).
- Consider how the time and place Marlowe establishes further develops this central idea (e.g., Marlowe's idealistic description of a beautiful countryside filled with material "pleasures" (line 19) further develops the central idea of the relationship between humans and nature by suggesting that nature is the perfect setting for love to take root and grow because it provides humans, such as the shepherd and his “love” (line 1), with all of the finest comforts and enjoyments.).

**Vocabulary**

Vocabulary to provide directly (will not include extended instruction)

- kirtle (n.) – long gown or dress worn by women
- myrtle (n.) – type of small tree that has sweet-smelling white or pink flowers and black berries
- swains (n.) – male admirers or suitors

Vocabulary to teach (may include direct word work and/or questions)

- None.

Additional vocabulary to support English Language Learners (to provide directly)

- posies (n.) – small bunches of flowers
• embroidered (adj.) – decorated with a design made by sewing
• coral (n.) – a hard material formed on the bottom of the sea by the skeletons of small creatures
• amber (n.) – a hard yellow or orange substance that can be polished and used for jewelry or other decorations

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
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<tbody>
<tr>
<td>Standards &amp; Text:</td>
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<tr>
<td>• Standards: RL.9-10.2, RL.9-10.4, RL.9-10.5, W.9-10.2.d, L.9-10.6</td>
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<tr>
<td>• Text: “The Passionate Shepherd to His Love” by Christopher Marlowe, stanzas 3–6</td>
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<tr>
<td>Learning Sequence:</td>
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</tr>
<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 10%</td>
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<tr>
<td>2. Homework Accountability</td>
<td>2. 25%</td>
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<tr>
<td>3. The Passionate Shepherd Tool Activity</td>
<td>3. 50%</td>
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<tr>
<td>4. Quick Write</td>
<td>4. 10%</td>
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<tr>
<td>5. Closing</td>
<td>5. 5%</td>
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Materials

• Student copies of the 10.1 Common Core Learning Standards Tool (refer to 10.1.1 Lesson 1)
• Copies of The Passionate Shepherd Tool for each student
• Student copies of the Short Response Rubric and Checklist (refer to 10.1.1 Lesson 1)

Learning Sequence

<table>
<thead>
<tr>
<th>How to Use the Learning Sequence</th>
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<td>Symbol</td>
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<td>Bold text indicates questions for the teacher to ask students.</td>
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Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and the assessed standards for this lesson: RL.9-10.2, RL.9-10.4 and RL.9-10.5. In this lesson, students work with The Passionate Shepherd Tool to analyze the cumulative impact of specific imagery and word choices on the meaning and tone of Marlowe’s poem. Students then make connections between specific details in the text in order to refine their understanding of a central idea of Marlowe’s poem.

- Students look at the agenda.

Instruct students to take out their copies of the 10.1 Common Core Learning Standards Tool. Inform students that in this lesson, they begin to work with four new standards: RL.9-10.4, RL.9-10.5, W.9-10.2.d, and L.9-10.6. Instruct students to individually read these standards on their tools and assess their familiarity with and mastery of them.


Instruct students to talk in pairs about what they think standard RL.9-10.4 means. Lead a brief discussion about the standard.

- Student responses may include:
  - Students determine what words and phrases mean, both figuratively and connotatively, depending on how they are used in a specific text.
  - Students think about how words might have different or multiple meanings depending on how they are used in the text.
  - Students think about how words and phrases create a setting.
  - Students consider how a combination of word choices contributes to the meaning and tone of a text.

Consider providing students with the following definitions: *figurative language* is “language that expresses an idea in an interesting way by using words that usually describe something else,” *connotative meaning* is “a suggested or associated meaning in addition to a word’s primary meaning,” and *evoke* means “bring (a memory, feeling, image, etc.) into the mind.”

- Students write the definitions of *figurative language*, *connotative meaning*, and *evoke* on their copies of the text or in a vocabulary journal.
Instruct students to talk in pairs about what they think standard RL.9-10.5 means. Lead a brief discussion about the standard.

❌ Student responses may include:

- Students identify choices an author makes about how to structure a text (for example, how to organize a poem).
- Students identify how an author decides to order the events of a text.
- Students identify how an author uses time in a text.
- Students analyze the effects of an author’s structural choices.

☑ Consider pointing out to students that they used this skill to complete their homework assignment, which focused on how the poem is organized, how it looks on the page, and how it sounds.

Instruct students to talk in pairs about what they think standard W.9-10.2 and substandard W.9-10.2.d mean. Lead a brief discussion about the standards.

❌ Student responses may include:

- Students must effectively select, organize, analyze, and present information in writing.
- The substandard W.9-10.2.d requires students to use precise language and vocabulary related to a specific topic in their writing.

Instruct students to talk in pairs about what they think standard L.9-10.6 means. Lead a brief discussion about the standard.

❌ Student responses may include:

- The standard is about learning academic and domain-specific vocabulary words and using these words when writing or speaking about a text.
- Students independently ask questions and seek out what unfamiliar words or phrases mean when they are important to an understanding of the text, or talking about a text.

☑ If necessary, provide students with the following definition: *domain-specific vocabulary* means “words that are unique to a certain content area or subject.”

- Students write the definition of *domain-specific vocabulary* on their copies of the text or in a vocabulary journal.

### Activity 2: Homework Accountability 25%

Instruct students to take out their responses to the first part of the previous lesson’s homework assignment. (Begin to look for an appropriate text for Accountable Independent Reading by determining two criteria for the kind of text you want to read, e.g., topic, genre, fiction, or nonfiction.) Instruct
students to discuss their criteria in pairs. Lead a brief share out on student progress by selecting several students (or student pairs) to share their progress and explain their criteria.

- Students (or student pairs) discuss their progress on finding an AIR text and share their criteria for potential AIR texts.

Lead a brief whole-class discussion about methods for choosing AIR and resources to help students.

Instruct students to take out their responses to the second part of the previous lesson’s homework assignment. (Respond briefly in writing to the following question: How are the lines of “The Passionate Shepherd to His Love” organized? Consider how the text looks on the page and how it sounds when read aloud.) Instruct students to share their responses in pairs.

- Student responses may include:
  - Each line of the poem is of a similar length.
  - Each group of lines is the same length.
  - The poem is organized in 6 groups of 4 lines each.
  - Each group of four lines contains two sets of 2 lines that rhyme and are the same length.
  - In each set of lines that rhyme, the rhyming words are the final word in each line.

Lead a brief whole-class discussion of student responses.

- Consider reminding students that this homework assignment asked students to use the skills inherent in RL.9-10.5, through identifying the choices an author makes about how to order and structure a text.

Explain to students that poetry has its own domain-specific vocabulary. Many of these words are used to describe structural choices that an author makes, such as those that students identified for homework.

Provide students with the following terminology to help them describe their structural observations:

- A **stanza** is “a group of lines in a poem, separated by spaces from other stanzas, much like a paragraph in prose.”
- A **couplet** is “two lines of poetry, one after the other, that rhyme and are of the same length and rhythm.”
- An **end rhyme** is “rhyming words at the ends of the lines of a poem.”
- A **rhyme scheme** is “the pattern of end rhymes in a poem.”

- Students write the definitions of *stanza*, *couplet*, *end rhyme*, and *rhyme scheme* on their copies of the text or in a vocabulary journal.
It may be helpful to display this list of poetry terminology throughout the unit to encourage students to incorporate domain-specific language in their discussions and written responses.

Ask students to practice using domain-specific language by reframing some of the structural observations they made for homework using terminology specific to poetry.

- Student responses may include:
  - Marlowe’s poem is composed of 6 stanzas.
  - Each stanza is composed of 4 lines.
  - Each stanza contains 2 couplets.
  - Each couplet is united by an end rhyme.
  - Marlowe uses a rhyme scheme of rhyming couplets.

Consider drawing students’ attention to their application of L.9-10.6 through the acquisition and use of domain-specific words and phrases.

Pose the following question for a whole-class discussion and encourage students to use domain-specific vocabulary in their responses:

**What effects do Marlowe’s structural choices have on the tone of the poem?**

- Marlowe’s poem is highly repetitive in structure: each of the 6 stanzas of the poem is composed of 2 couplets, and each couplet is united by an end rhyme. This regular rhyme scheme creates an even rhythm that makes the poem sound musical or songlike, and gives it a romantic and optimistic tone.

Encourage students to continue to use domain-specific vocabulary as they work with The Passionate Shepherd Tool, and in their subsequent writing and discussions.

**Activity 3: The Passionate Shepherd Tool Activity**

Instruct students to form groups. Explain that in this activity, students work in groups to analyze the cumulative impact of specific word choices and imagery on Marlowe’s meaning and tone.

- If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.


- **Differentiation Consideration**: Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

  **How does the language of Marlowe’s poem evoke a sense of time and place?**
Provide students with the following definitions: *kirtle* means “a long gown or dress worn by women,” *myrtle* means “a type of small tree that has sweet-smelling white or pink flowers and black berries,” and *swains* means “male admirers or suitors.”

1. Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the class.
   - Students write the definitions *kirtle*, *myrtle*, and *swains* on their copies of the text or in a vocabulary journal.

**Differentiation Consideration:** Consider providing students with the following definitions: *posies* means “a small bunch of flowers,” *embroidered* means “decorated with a design made by sewing,” *coral* means “a hard material formed on the bottom of the sea by the skeletons of small creatures,” and *amber* means “a hard yellow or orange substance that can be polished and used for jewelry or other decorations.”

   - Students write the definitions of *posies*, *embroidered*, *coral*, and *amber* on their copies of the text or in a vocabulary journal.

Distribute The Passionate Shepherd Tool. Provide the following directions to guide student work:

1. Complete the first column of the tool by identifying and recording the gifts that the speaker promises his love.
2. Complete the second column of the tool by identifying and recording the material(s) from which each of these “pleasures” (line 2) is made.

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

   - Students complete The Passionate Shepherd Tool in their groups.
   - See the Model The Passionate Shepherd Tool for sample student responses.

Instruct students to remain in their groups. Post or project the following questions for students to discuss. Instruct students to continue to annotate as they read and discuss.

**What do all of the “pleasures” (line 2) the speaker describes have in common?**

   - All the “pleasures” that the speaker describes are material possessions, such as “beds” (line 9), and clothes and adornments, such as a “gown” (line 13) and “slippers” (line 15).

**What do all of the materials the speaker describes have in common?**

   - All of the materials that the speaker describes are found in nature, or the rural countryside. Many of the materials the speaker describes come from plants, such as “roses” (line 9), “posies”
(line 10), “flowers” (line 11), “myrtle” (line 12), “straw” (line 17), and “ivy” (line 17); others come from animals, such as “wool” (line 13); still others come from the earth and sea, such as “gold” (line 16), “coral” (line 18), and “amber” (line 18).

What do stanzas 4–5 suggest about the relationship between humans and nature introduced in stanzas 1–2?

✍ Nature, as described by the speaker in stanzas 4–5, is a source of the finest material comforts. Thus, the “pleasures” (line 19) the speaker offers his love in stanzas 4–5 develops the idea that nature serves to fulfill the needs and desires of humans.

During what time of year are the “pleasures” the speaker describes available (line 19)?

✍ The pleasures the speaker describes are made of materials that are only available in the springtime. “[L]ambs” (line 14) are born only in spring, and “flowers” (line 11) and “buds” (line 17) generally bloom in the warmer months.

How does Marlowe’s use of imagery in stanzas 4–6 evoke a sense of time and place?

✍ The imagery of beautiful clothes and gifts made from natural materials, such as “fragrant posies” (line 10) and the “finest wool” (line 13), evokes a sense of an idyllic spring in the countryside, filled with material comforts created from resources found in nature.

Differentiation Consideration: If students struggle, consider posing the following scaffolding question:

What kind of adjectives does Marlowe use to describe these materials? What image of the countryside does Marlowe create with these descriptions?

✍ Student responses should include:

- Marlowe uses romantic and flowery adjectives to describe the natural materials, such as “fragrant” (line 10), “pretty” (line 14), and “Fair” (line 15). Marlowe also uses adjectives that idealize the gifts the speaker promises, such as “finest” (line 13) and “purest” (line 16).
- Marlowe’s descriptions create an image of a beautiful and peaceful countryside filled with the finest pleasures and comforts.

This series of questions encourages students to establish an understanding of the basic setting that characterizes much of the pastoral genre—an eternal spring in an idealized and beautiful countryside. Consider providing students with the following resource, which provides a brief explanation of the pastoral tradition: [http://www.poetryfoundation.org/learning/glossary-term/Pastoral](http://www.poetryfoundation.org/learning/glossary-term/Pastoral)

Lead a brief whole-class discussion of student responses.
**Activity 4: Quick Write 10%**

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

**How does the time and place that Marlowe evokes in stanzas 3–6 develop a central idea of his poem?**

Ask students to use this lesson’s vocabulary wherever possible in their written responses and to practice using domain-specific vocabulary. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

① Consider drawing students’ attention to their application of W.9-10.2.d through the use of domain-specific vocabulary in 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 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 5: Closing 5%**

Display and distribute the homework assignment. For homework, students should continue to search for an AIR text.

Also for homework, instruct students to respond briefly in writing to the following prompt:

**Reread “The Passionate Shepherd to His Love” in its entirety and underline all repeating words and phrases. What is the cumulative effect of this repetition on the meaning and tone of the speaker’s invitation?**

**Homework**

Continue to search for an Accountable Independent Reading text.

In addition, respond briefly in writing to the following prompt:

**Reread “The Passionate Shepherd to His Love” in its entirety and underline all repeating words and phrases. What is the cumulative effect of this repetition on the meaning and tone of the speaker’s invitation?**
The Passionate Shepherd Tool

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<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
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**Directions:** Complete the first column of the tool by identifying and recording the gifts that the speaker promises the listener in lines 9–18. Complete the second column of the tool by identifying and recording the material(s) from which each of these “pleasures” (line 2) is made. 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.

<table>
<thead>
<tr>
<th>Lines</th>
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<th>From what are these gifts created?</th>
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<tbody>
<tr>
<td>9–10</td>
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<td>11–12</td>
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<td>17–18</td>
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**Model The Passionate Shepherd Tool**

<table>
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<th>Lines</th>
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<th>From what are these gifts created?</th>
</tr>
</thead>
<tbody>
<tr>
<td>9–10</td>
<td>beds</td>
<td>roses and fragrant posies</td>
</tr>
<tr>
<td>11–12</td>
<td>cap, kirtle</td>
<td>flowers, leaves of myrtle</td>
</tr>
<tr>
<td>13–14</td>
<td>gown</td>
<td>finest wool from pretty lambs</td>
</tr>
<tr>
<td>15–16</td>
<td>Fair lined slippers with buckles</td>
<td>purest gold</td>
</tr>
<tr>
<td>17–18</td>
<td>belt</td>
<td>straw, ivy, coral, amber</td>
</tr>
</tbody>
</table>

**Directions:** Complete the first column of the tool by identifying and recording the gifts that the speaker promises the listener in lines 9–18. Complete the second column of the tool by identifying and recording the material(s) from which each of these “pleasures” (line 2) is made. 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.