

11.1

Module Overview

“O, what a noble mind is here o'erthrown!”

How do authors develop and relate elements of a text?

Texts	<p>Unit 1: “My Last Duchess” by Robert Browning</p> <p>Unit 2: <i>Hamlet</i> by William Shakespeare</p> <p>Unit 3: <i>A Room of One's Own</i> by Virginia Woolf (excerpt from Chapter 3 of the extended essay)</p>
Number of Lessons in Module	<p>42 (including Module Performance Assessment)</p>

Introduction

In this module, students read, discuss, and analyze literary and nonfiction texts focusing on how authors relate textual elements, such as plot, character, and central ideas, within a text.

Module 11.1 establishes key protocols and routines for reading, writing, and discussion that will continue throughout the year. Although these protocols are introduced in the grade 9 modules and spiral through the grade 10 modules of this curriculum, this module provides sufficient support for teachers who are implementing the routines for the first time.

Module 11.1 is comprised of three units, referred to as 11.1.1, 11.1.2, and 11.1.3. Each of the module texts is a complex work with multiple central ideas that complement or echo the central ideas of other texts in the module. The texts in this module offer rich opportunities to analyze how authorial choice contributes to character development, setting, meaning, and aesthetic impact.

In 11.1.1, students read Robert Browning’s poem “My Last Duchess,” focusing on how the speaker and main character in the poem develops in relation to the other characters. Students consider the importance of point of view and begin to explore central ideas in the poem.

In 11.1.2, students delve into Shakespeare’s *Hamlet*, focusing on Hamlet’s soliloquies. Students also read significant monologues and dialogues from the play to gain a fuller understanding of the relationships among characters, plot, and central ideas developed throughout the play.

In the final unit, 11.1.3, students read an excerpt from Virginia Woolf’s *A Room of One’s Own*, a commentary on the plight and status of female writers during Shakespeare’s time. Through this rich and compelling piece of literary nonfiction, students consider Woolf’s point of view and use of rhetoric to advance her purpose. In the End-of-Unit Assessment, students analyze the relationship between Woolf’s text and *Hamlet*’s Ophelia.

Each unit will culminate with an assessment that provides scaffolding for the Module Performance Assessment, in which students compose a multi-paragraph response to examine a central idea shared by all three module texts.

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based conversations about text
- Collect evidence from texts to support analysis
- Organize evidence to plan around writing
- Revise writing according to purpose
- Determine meaning of unknown vocabulary
- Question texts during reading to deepen understanding
- Make connections to other texts, ideas, cultural perspectives, etc.
- Analyze the impact of an author’s choices
- Summarize a text objectively

English Language Arts Outcomes

Yearlong Target Standards

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

CCS Standards: Reading—Literature	
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 determining where the text leaves matters uncertain.
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Reading—Informational Text	
RI.11-12.1.a	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS Standards: Writing	
W.11-12.9.a, b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential

	addresses]”).
W.11-12.10	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 tasks, purposes, and audiences.
CCS Standards: Speaking & Listening	
SL.11-12.1	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 others’ ideas and expressing their own clearly and persuasively.
CCS Standards: Language	
L.11-12.4.a-d	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Module-Specific Assessed Standards

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

College and Career Readiness Anchor Standards for Reading	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCS Standards: Reading—Literature	
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.11-12.3	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).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
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).
RL.11-12.11	Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.
CCS Standards: Reading—Informational Text	
RI.11-12.2	Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.6	Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
CCS Standards: Writing	
W.11-12.2.a-f	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. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and

	<p>multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. 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).</p>
<p>W.11-12.9.a, b</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>
<p>CCS Standards: Speaking & Listening</p>	
<p>SL.11-12.1.a-e</p>	<p>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 others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe</p>

	<p>reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
CCS Standards: Language	
L.11–12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11–12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.5	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.

CCS Standards: Reading – Literature	
None.	
CCS Standards: Reading – Informational Text	
RI.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 determining where the text leaves matters uncertain.
CCS Standards: Writing	
W.11-12.5	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.
CCS Standards: Speaking & Listening	
None.	
CCS Standards: Language	
L.11-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases

12.4.a-d	<p>based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5. a, b	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations.

Module Performance Assessment

Prompt

In this three-day performance task, students discuss, organize, compose, and revise a multi-paragraph response to the following prompt:

Select a central idea common to all three texts. How do the authors develop this idea over the course of each text? How do the texts work together to build your understanding of this central idea?

In Lesson 1, students work in small groups to review their annotations and previous work regarding central ideas in the module texts. Once students have chosen a central idea on which to focus, they form groups based on their central idea and begin to analyze the interplay of ideas across all texts. At the end of Lesson 1 or for homework, students draft a claim about their central idea.

In Lesson 2, students independently write a first draft of their essay using the analysis from the previous lesson.

In Lesson 3, students engage in the self-review process using the Text Analysis Rubric to strengthen and refine the response they drafted in the previous lesson. Students edit, revise, and rewrite as necessary, ensuring their claims are clearly articulated and supported by strong textual evidence.

Texts

Unit 1: “Then all smiles stopped together.”

Browning, Robert. “My Last Duchess.” Poets.org.

Unit 2: “Though this be madness, yet there is method in ’t.”

Shakespeare, William. *Hamlet*. Edited by Barbara A. Mowat and Paul Werstine. New York: Simon and Schuster, 2012.

Hamlet. Dir. Gregory Doran. Perf. David Tenant, Patrick Stewart, Penny Downie. 2009.

Unit 3: “Anonymity runs in their blood.”

Woolf, Virginia. *A Room of One’s Own*. Mansfield Centre, CT: Martino Publishing, 2012.

Module-at-a-Glance Calendar

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: “Then all smiles stopped together.”				
“My Last Duchess” by Robert Browning	6	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based discussions about text Collect evidence from texts to support analysis Organize evidence to plan around writing Determine meaning of unknown vocabulary Question texts during reading to deepen understanding Analyze the impact of an author’s choices Summarize a text objectively 	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 W.11-12.2.b W.11-12.5 W.11-12.9.a SL.11-12.1.a, b, c, d, e L.11-12.4.a-d	Mid-Unit: None. End-of-Unit: Students draft a one-paragraph response to the following prompt, citing evidence from the text: How does the revelation in lines 45–47 impact the development of the Duke’s character over the course of the poem?
Unit 2: “Though this be madness, yet there is method in ‘t.”				
<i>Hamlet</i> by William Shakespeare	25	<ul style="list-style-type: none"> Read closely for textual details Annotate texts to support comprehension and analysis Engage in productive evidence-based 	RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 W.11-12.2.a-f W.11-12.9.a	Mid-Unit: Students draft a multi-paragraph response to the following prompt, citing evidence from the text: Select one of Hamlet’s first three soliloquies. In

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<p>discussions about text</p> <ul style="list-style-type: none"> • Collect evidence from texts to support analysis • Organize evidence to plan around writing • Revise writing according to purpose • Determine meaning of unknown vocabulary • Question texts during reading to deepen understanding • Analyze the impact of an author’s choices • Summarize a text objectively 	<p>SL.11-12.1 a-e L.11-12.1 L.11-12.2 L.11-12.4.a-c L.11-12.5.a, b</p>	<p>this soliloquy, how does Shakespeare develop Hamlet’s character in relation to other characters in the play?</p> <p>End-of-Unit:</p> <p>In this two-lesson assessment, students discuss and then draft a multi-paragraph response to the following prompt, citing evidence from the text:</p> <p>Identify two central ideas from the play. How do these ideas interact and build on one another over the course of the play? In your response, identify and discuss at least one literary device that Shakespeare uses to develop or relate these central ideas.</p>
Unit 3: “Anonymity runs in their blood.”				
<p><i>A Room of One’s Own</i> by Virginia Woolf</p>	<p>8</p>	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis • Engage in productive evidence-based discussions about text 	<p>CCRA.R.9 RL.11-12.3 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.6 W.11-12.2.a-f W.11-11.9.a,</p>	<p>Mid-Unit:</p> <p>Students draft a multi-paragraph response to the following prompt, citing evidence from the text:</p> <p>Analyze how two central ideas interact and develop over the course</p>

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<ul style="list-style-type: none"> • Collect evidence from texts to support analysis • Organize evidence to plan around writing • Revise writing according to purpose • Determine meaning of unknown vocabulary • Question texts during reading to deepen understanding • Make connections to other texts, ideas, cultural perspectives, etc. • Analyze the impact of an author’s choices • Summarize a text objectively 	<p>b SL.11-12.1.a-e L.11-12.1 L.11-12.2 L.11.12.4.a, b</p>	<p>of A Room of One’s Own. End-of-Unit: In this two-lesson assessment, students discuss and draft a multi-paragraph response to the following prompt, citing evidence from the texts: Analyze the relationship between Woolf’s text and the character of Ophelia.</p>

Note: Bold text indicates targeted standards that will be assessed in the module.