

## 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, and “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> “Rules of the Game” and “Two Kinds” from <i>The Joy Luck Club</i> by Amy Tan and “Dreaming of Heroes” from <i>Friday Night Lights</i> by H.G. Bissinger</p>
<b>Number of Lessons in Module</b>	37 (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 identity and expectations. 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. The module consists of three units, referred to as 10.1.1, 10.1.2, and 10.1.3. Each unit focuses on complex texts that offer students opportunities to work with multiple central ideas while exploring a range of genres.

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 poet makes, with a focus on how each poet shapes and refines central ideas shared in all three texts.

In Unit 10.1.2, students 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 non-fiction 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” from *Friday Night Lights*, as they forge thematic connections with the central ideas of Tan’s fiction, such as expectations and identity.

The module excerpt from *Friday Night Lights* contains emotionally charged language that may be outside of some students’ cultural experiences to describe some people and the cultural groups they represent. Specifically, the racial slur *nigger* (“the ‘n’ word”) appears several times in the text. The curriculum includes this excerpt because this is a work of literary non-fiction describing real emotions, real people, and real events. While the curriculum tries to limit inappropriate language in general, in this context the use of language contributes to the development of the people, situations, and central ideas in this text.

The End-of-Unit Assessments provide scaffolding for the Module Performance Assessment, in which students choose two narrators from the module texts and explore how their different points of view impact the development of a common central idea.

## 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
- 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.

College and Career Readiness Anchor Standards for Reading	
None.	
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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.10	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, at the high end of the grades 9–10 text complexity band independently and proficiently.
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, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.10	By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
CCS Standards: Writing	
W.9-10.9.a, b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “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</p>

	<p>by Shakespeare]”).</p> <p>b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>
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.
<b>CCS Standards: Speaking &amp; Listening</b>	
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 <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.
<b>CCS Standards: Language</b>	
L.9-10.4.a-d	<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> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p>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, or its etymology.</p> <p>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).</p>

### Module-Specific Assessed Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in Module 10.1.

<b>College and Career Readiness Anchor Standards for Reading</b>	
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
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.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.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
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).
RL.9-10.11	Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.
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, b, d, 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.

	<ul style="list-style-type: none"> <li>a. 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>b. 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>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>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).</li> </ul>
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.9.a, b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., "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]").</li> <li>b. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., "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]").</li> </ul>
<b>CCS Standards: Speaking &amp; Listening</b>	
SL.9-10.1.a.	<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 9–10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <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> </ul>
<b>CCS Standards: Language</b>	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2.c	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Spell correctly.
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### 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.

College and Career Readiness Anchor Standards for Reading	
None.	
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.
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.
CCS Standards: Writing	
W.9-10.2.c	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. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
CCS Standards: Speaking & Listening	
SL.9-10.1.c, d, 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. 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. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning

	<p>presented.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
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.9-10.1.a, b	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>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.</p>
L.9-10.2.a	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p>
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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> <p>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.</p>
L.9-10.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze</p>

	their role in the text.
L.9-10.6	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.

## Module 10.1 Performance Assessment

Prompt
<p>In this three-lesson Performance Assessment, students analyze how the unique perspectives of the different narrators of the Module 10.1 texts influence the development of central ideas, such as identity, expectations, tradition, and the relationship between humans and nature. Students discuss, organize, compose, and revise a multi-paragraph response to the following prompt:</p> <p><b>How do the two narrators’ different points of view impact the development of a common central idea?</b></p> <p>In Lesson 1, students complete a carousel activity in small groups to review the development of central ideas and the unique perspectives of the narrators in each of the module texts. Once they complete this activity, students select a central idea and two texts upon which to focus their written responses.</p> <p>In Lesson 2, students form discussion groups with other students who selected the same central idea and discuss, in their groups, how the perspectives of the narrators of their selected texts influence the development of this central idea. Students then independently draft an initial claim in response to the Performance Assessment prompt, and collect and organize evidence in support of this claim.</p> <p>In Lesson 3, students independently write a multi-paragraph response to the Performance Assessment prompt using evidence from two of the module texts to support their analysis.</p>

## Texts

Unit 1: “We cannot go to the country / for the country will bring us / no peace”
Marlowe, Christopher “The Passionate Shepherd to his Love.” 1599.

Raleigh, Sir Walter “The Nymph’s Reply to the Shepherd.” 1600.
Williams, William Carlos “Raleigh Was Right.” <i>Poetry Magazine</i> , 1940.
<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.

### 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 Christopher Marlowe “The Nymph’s Reply to the Shepherd” by Sir Walter Raleigh “Raleigh Was Right” by William Carlos Williams	7	<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 texts to support analysis in writing</li> <li>Make claims about and across texts using specific textual evidence</li> <li>Develop and incorporate domain</li> </ul>	<b>CCRA.9</b> RL.9-10.1 <b>RL.9-10.2</b> <b>RL.9-10.4</b> <b>RL.9-10.5</b> <b>RL.9-10.9</b> <b>W.9-10.2.b, d</b> W.9-10.9.a <b>SL.9-10.1.a</b> L.9-10.4.a L.9-10.5.a L.9-10.6	<b>Mid-Unit:</b> None. <b>End-of-Unit:</b> Students write a formal, multi-paragraph response to the following prompt: How does a shared central idea develop over the three poems from this unit?

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		<p>specific vocabulary in written and verbal responses</p> <ul style="list-style-type: none"> <li>• Use vocabulary strategies to define unknown words</li> <li>• Paraphrase and quote relevant evidence from texts</li> <li>• Write informative texts to convey complex ideas</li> <li>• Use rubrics and checklists for self-assessment of participation in discussion</li> </ul>		

Unit 2: “For one does not alter history without conviction”				
<p>“The Palace Thief” by Ethan Canin</p>	<p>13</p>	<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 writing</li> <li>• Analyze the text using specific textual evidence</li> <li>• Use vocabulary strategies to define unknown words</li> <li>• Trace the development of ideas over the course of the text</li> <li>• Paraphrase and quote relevant evidence from texts</li> <li>• Independently preview texts in preparation for supported analysis</li> <li>• Write informative texts to convey complex ideas</li> <li>• Incorporate newly learned vocabulary in written and verbal</li> </ul>	<p>CCRA.R.6  <b>RL.9-10.2</b>  <b>RL.9-10.3</b>  <b>W.9-10.2.a, b, c, f</b>  <b>W.9-10.4</b>                      W.9-10.9.a                      SL.9-10.1.a, c  <b>L.9-10.1</b>  <b>L.9-10.2</b>                      L.9-10.4.a                      L9-10.5.a</p>	<p><b>Mid-Unit:</b> Students write a formal, multi-paragraph response to the following prompt:                      How has Hundert developed over the course of the text thus far?</p> <p><b>End-of-Unit:</b> Students write a formal, multi-paragraph response to the following prompt:                      Analyze how the interactions between Hundert and the Bells develop a central idea in “The Palace Thief.”</p>

		<p>responses</p> <ul style="list-style-type: none"> <li>• Use rubrics and checklists for self-assessment of participation in discussion</li> </ul>		
<p><b>Unit 3: “I won’t let her change me, I promised myself. I won’t be what I’m not.”</b></p>				
<p>“Rules of the Game” and “Two Kinds” from <i>The Joy Luck Club</i> by Amy Tan; “Dreaming of Heroes” from <i>Friday Night Lights</i> by H.G. Bissinger</p>	<p>14</p>	<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>• Collect and organize evidence from texts to support analysis in writing</li> <li>• Use vocabulary strategies to define unknown words</li> <li>• Interpret figurative language</li> <li>• Trace the development of ideas over the course of the text</li> </ul>	<p>CCRA.R.6  <b>RL.9-10.2</b>  <b>RL.9-10.3</b>                  RI.9-10.1  <b>RI.9-10.2</b>  <b>RI.9-10.3</b>  <b>RI.9-10.6</b>  <b>W.9-10.2.a, b, f</b>  <b>W.9-10.4</b>  <b>W.9-10.9.a, b</b>                  SL.9-10.1.a, d, e                  SL.9-10.4  <b>L.9-10.1.a, b</b>  <b>L.9-10.2.a, c</b>                  L.9-10.3                  L.9-10.4.a                  L.9-10.5</p>	<p><b>Mid-Unit:</b> Students write a formal, multi-paragraph response to one of the following prompts:</p> <p>In “Rules of the Game,” to what extent does Waverly meet her mother’s expectations that she master “the art of invisible strength” over the course of the chapter?</p> <p>or</p> <p>In “Two Kinds,” Jing-mei states, “My mother believed you could be anything you wanted to be in America (p.132). To what extent does Jing-mei’s story support this belief?”</p>

		<ul style="list-style-type: none"> <li>• Paraphrase and quote relevant evidence from texts</li> <li>• Independently preview texts in preparation for supported analysis</li> <li>• Write informative texts to convey complex ideas</li> <li>• Incorporate newly learned vocabulary in written and verbal responses</li> </ul>	<p><b>End-of-Unit:</b> Students write a formal, multi-paragraph response to the following prompt:</p> <p>Respond to the following prompt using evidence from “Dreaming of Heroes” from <i>Friday Night Lights</i> and either “Rules of the Game” or “Two Kinds” from <i>The Joy Luck Club</i>: How do the relationships between children and their parents develop a central idea common to these two texts?</p>
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