Robert Browning, Critical thinking and Writing Practice

12th Grade English

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For

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60.291.04: Principles of Teaching

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**Introduction**

1. Why is this unit important to your students and the course you will be teaching them?

This unit is very important because it engages in the practice of several necessary skills that are essential to success in this class and in life. The reading of Robert Browning’s poetry requires that the student be very careful and attentive to the poem to find the authors true meaning. When the students read poetry like this and are forced to think about its meaning, several virtues and mental abilities are being put to the test. Students will develop a sense of patience and determination because there is no direct answer and to get meaning from these poems, it requires the reader to read and re-read until understanding can be achieved. The difficulties of these poems test the will of the reader because it is complex and needs a thorough analysis where a shallow reading will result in an incomplete or inaccurate reading. This practice of hard work and close reading is a microcosm of the whole entire class because students will continue this process over and over.

This unit will also develop the critical thinking skills that are developed through the entire course. Reading a poem and then finding an accurate meaning from it requires several skills. Recognizing patterns of language and devices of language are challenging practices that sharpen the mind. From this the students are supposed to synthesize their own thoughts and come to a general meaning from all the information they have gained. This practice is a part of critical thinking that can be used for the rest of the course and for the student’s entire life. Critical reading leads to critical thinking, which will enable students to listen to the language they experience and be able to look beyond shallow or superficial meaning.

2. Why will your students think this is important to them and their needs and interests?

My students will most likely have some basic desire to learn and read new things and it will be my job to facilitate them to want to learn. If a positive and enthusiastic environment is created around them along with the information and poems being shown as interesting and valuable, then it seems evident that the students will become highly engaged. Although if the students seem to not be as intrinsically motivated as I would like, then it is my job to convey the importance to them or help them get that idea. This Unit plan has some interesting poems that will challenge and intrigue the students. The plots are slightly strange enough that students will like reading them. Overall though I will reinforce the idea to the students that become an exceptional reader and writer, which is practiced through this Unit Plan, will improve their success in school and life.

3. Why is writing a unit plan important to the teacher (especially the novice teacher)?

Writing a unit plan is important to the teacher because it makes lessons connected together, makes the teacher prepared for the classroom, and it increases the efficiency of the teacher. The various lessons being taught over the school year add to the student’s knowledge of the subject and have them grow as a student. Unit plans force the teachers to look at similarities of the material and then go from there to have a connected set of unit plans that build and work with one another. This connection in learning gives the student an organized understanding of a certain set of material and also is a way to bring meaning and synthesis to information. Unit plans are also very important because it makes the teacher write a very clear path that they will take when teaching several lessons. A Unit plan is a very specific set of instructions that force the teacher to think very thoroughly about how their classroom and the lessons will work. This ensures that the teacher is prepared to the do the job. A unit plan is also a very useful tool because it is very easy for a teacher to evaluate how their lessons went and if needed make changes to the Unit plan. If a teacher didn’t write a proper unit plan then it might be hard to make changes to the lesson because they might not remember what exactly was said or the order of the lesson itself. All of these reasons make unit plans important to teachers but they are especially important to novice teachers. Novice teachers may be overwhelmed by the new job and are very inexperienced in the education field. So if a lesson plan fails them, they are not as likely to have a backup plan that a more experienced teacher might be able to create on the spot. So therefore preparation is the novice teacher’s essential trait for success.

**General Objectives**

1. After the completion of the Unit on Robert Browning poetry, students will explain the importance of critical reading to their future success in school and the rest of their lives.

2. Give a poem students will be able to take a critical approach to analyze the title of the poem, patterns of diction, and other devices of language to come to an accurate understanding of the poem.

3. Given the poems “Porphyria’s Lover” and “My Last Duchess”, students will explain the tone of the characters in each poem as well as the intention and tone of the author.

**Topical Outline:**

Lesson 1: Students are practicing critical reading- Tone of the speaker is detached and cold

* 1.1.12.A
* R11. B. 2
* Group discussion will lead the students to see the true nature of the speaker which is realized through looking at patterns of diction.

Lesson 2: Students are practicing critical thinking and working effectively in groups to come to understanding

* 1.1.12.A
* R11. B. 2
* Students work in groups to understand the poem and then come together to share their information.

Lesson 3: Students will learn the importance of comparison and contrast

* 1.1.12.A
* R11. B.2
* Working independently first students will attempt to make a case for similarities and differences then the teacher will talk about a specific case and model good strategies.

**Preassessment**

1. **Read this poem over carefully. You are to circle and draw lines between any patterns of diction. Clearly identify any literary devices that are being used and how they are being used by writing in the margins of the text and around the text. Write a thesis statement that shows how the use of the language creates the meaning of this poem. If there are any other parts of the poem that reveal the speakers tone then provide a brief description of how it conveys meaning. This is an assessment of how you critically analyze a text so it is important for you to write down all your thoughts on this paper.**

**One Art**

**by Elizabeth Bishop**

**The art of losing isn't hard to master;**

**so many things seem filled with the intent**

**to be lost that their loss is no disaster.**

**Lose something every day. Accept the fluster**

**of lost door keys, the hour badly spent.**

**The art of losing isn't hard to master.**

**Then practice losing farther, losing faster:**

**places, and names, and where it was you meant**

**to travel. None of these will bring disaster.**

**I lost my mother's watch. And look! my last, or**

**next-to-last, of three loved houses went.**

**The art of losing isn't hard to master.**

**I lost two cities, lovely ones. And, vaster,**

**some realms I owned, two rivers, a continent.**

**I miss them, but it wasn't a disaster.**

**--Even losing you (the joking voice, a gesture**

**I love) I shan't have lied. It's evident**

**the art of losing's not too hard to master**

**though it may look like (Write it!) like disaster.**

**Worksheet: Response Question**

1. **Porphyria’s Lover treats Porphyria in a very specific way above and beyond the very obvious action that is committed. Think very carefully about how the speaker thinks about and acts toward Porphyria and what does it mean to the poem as a whole.**

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**UNIT**: Robert Browning Poetry **LESSON**: Porphyria’s Lover **DATE**: 4/1/11 **TIME LENGTH**: 50 minutes

**ACADEMIC STANDARDS**: 1.1.12 A

**ACADEMIC ANCHORS**: R11.B 2

**MOTIVATIONAL DEVICE**: What do I mean when I say that every text has a voice? How can reader’s best act to ensure that this voice is heard?

**INSTRUCTIONAL OBJECTIVES**:

1. Given the poem “Porphyria’s Lover”, students will be able to explain (write about) at least four different literary techniques used in the poem every time they are asked.

2. Given the poem “Porphyria’s Lover”, students will be able to identify (recite) the tone of the speaker every time asked.

3. Given another poem, students will be able to analyze (circle) patterns of language at 75 percent accuracy.

**MATERIALS NEEDED**: 30 copies of response worksheets

**TECHNOLOGY NEEDED**: Computer, Smart Board

**RESOURCES NEEDED**:

Quiller-Couch, Arthur Thomas, Sir. *The Oxford Book of English Verse*. Oxford: Clarendon, 1919, [c1901]; Bartleby.com, 1999. www.bartleby.com/101/. (4/1/11).

**LESSON TYPE**: Class Discussion

**LESSON OUTLINE**:

I. Introduction (15 minutes)

A. Reading of the Poem (5-8 minutes)

1. The teacher will read the poem to the class

2. The class will be asked if they can all hear the poem

3. The poem will be on display on the smart board in appropriate large font

B. Pass out the reaction paper responses-“How is Porphyria viewed by the man in this poem?”

1. Students will sit quietly and work by themselves

2. Students will fill out the response question

3. Students will only write for five minutes

4. Students can share their response if they like (Teacher will call on students)

II. Body

A. The title of the Poem and its significance (5-8 minutes)

1. “What characters can we expect to have?”

2. “From which character do we have the point of view?”

3. Students will be called on when they volunteer by raising their hand

4. Students will be asked questions if they are not paying attention

5. The student will be asked what they thought and reminded that it is important they listen to the poem and work with the class

C. Patterns of Language (10 minutes)

1. We want to look at words that are connected and similar throughout the poem

2. “What patterns can you find in this poem?”

3. “When patterns are found we can get alerted to the intention of the speaker”

4. “Kneeled”, “worshipped”, “God”

5. “Pride”, “vainer ties”

D. Relationships within the poem (10 minutes)

1. “Who do you think Porphyria is?” Talk about social class, ethnicity, and career

2. “How does the man in this poem view Porphyria?”

3. “Let’s find the right word to describe the kind of love he has for Porphyria”

III. Summary (5-10 minutes)

A. Have a few students give their interpretation of the poem with two questions in mind.

1. What are Porphyria’s lover’s true feelings and what part of the text shows this?

2. What are the Authors intentions for making this poem?

B. Closure

**KEY QUESTIONS**: Why are patterns of language important in a poem? What is the importance of the poems title to your understanding of the poem? What is the tone of voice of Porphyria’s lover?

**CLOSURE**: Ask one student how the skills we used to analyze this poem, is useful in other schoolwork.

**DIFFERENTIATED LEARNING ACTIVITIES**: Have a large font on the smart board for those with visual impairments to see the poem. Give students the chance to come up to the board and make a comment on the smart board for those who are geared to more hands on or involved learning style. Provide a note taker for students that are having trouble being organized or taking good notes.

**FORMATIVE ASSESMENT**: Observe which students are commenting on the poem and use proximity if necessary to encourage more participation. Ask the third key question and if the students give a generic or broad answer then refer to some lines in the poem that might help them to come to a more specific word. Ask different students around the room that are not participating and then if they struggle with an answer, go through the poem and take a slow approach until they are confident about the poem.

**HOMEWORK**: Focus on any consecutive five lines in the poem and then write a description that explains how the part you chose adds to the meaning as a whole.

**REFLECTION**: Did the discussion develop in a way that was easy to understand for the students? Were all the major factors of the poem talked about? How can I get more students to participate in the discussion?

**UNIT**: Robert Browning Poetry **LESSON**: “My Last Duchess” **DATE**: 4/1/11 **TIME LENGTH**: 50 minutes

**ACADEMIC STANDARDS**: 1.1.12.A

**ACADEMIC ANCHORS**: R11.B.2

**MOTIVATIONAL DEVICE**: Once the students break up into groups ask the students to take a few minutes to discuss the title of the poem and brainstorm what they think the poem will be about.

**INSTRUCTIONAL OBJECTIVES**:

1. Given the poem “My Last Duchess”, students will be able to discuss (write and talk about with their group) what the tone of the speaker is.

2. Given the poem “My Last Duchess”, students will be able to thoroughly analyze any line and be able to connect it to the meaning of the poem on a whole.

3. Given the poem “My Last Duchess”, students will be able to recognize (write) about three different literary techniques that are present in this poem.

**MATERIALS NEEDED**: 30 copies of “My Last Duchess”

**TECHNOLOGY NEEDED**: Smart board

**RESOURCES NEEDED**:

Greenblatt, Stephen. (2006). *The norton anthology of english literature, volume 2: the romantic period through the twentieth century*. W.W. Norton & Company.

**LESSON TYPE**: Group Work, Student Presentation, and Group Discussion

**LESSON OUTLINE**:

I. Introduction (5 minutes)

A. Read the Poem (5 minutes)

1. The teacher will read the poem out loud to the class

2. The teacher will ask if anyone cannot hear him

3. Students should be quiet and attentive to the reading

4. A copy of the poem will be on each student’s desk upon arrival

5. The poem will be displayed on the smart board as well

II. Body (40 minutes)

A. Students Break into groups (3 minutes)

1. Students will break up into groups of five (count off to 6)

2. Students will arrange seats to a circle (face to face)

B. Students work on assigned lines

1. Group one gets lines 1-1o

2. Group two gets lines 11-21

3. Group three gets lines 22-33

4. Group four gets lines 34- 45

5. Group five gets lines 46-56

C. Student Groups Discuss lines (focusing on the given questions) (15-20 minutes)

1. What literary devices are being used?

2. What patterns of diction can you find?

3. What are some characteristics of the Duchess?

4. What are some characteristics of the speaker?

5. What is the tone of the speaker?

6. What is the tone of the author?

7. “Analyze each line very carefully and then find out what it means and connect it to the meaning of the poem on the whole”

D. Groups Present (15-20 minutes)

1. One student from each group will tell the class what they found out

2. Starting from the first then going to the last group

3. If the major ideas don’t all come up then the teacher will step in ask questions and discuss major ideas

4. The last duchess as a piece of art – non-personal

5. The speaker is a collector of art

6. Speaker is impersonal, views himself as above other people, was jealous of his last duchess because he was treated normally not special

III. Summary (5 minutes)

A. Ask for a student volunteer to synthesize all of the information given to a specific tone of the speaker.

B. Student will also cover the meaning and intention of the author

C. Closure

**KEY QUESTIONS**: What are three characteristics of the Duchess? Explain why the speaker is so offended by these characteristics and provide support with specific lines from the poem. What is the author trying to prove about the speaker? Does he support or is he against the speaker?

**CLOSURE**: Ask one student to think if anyone in today’s society treats people in this manner. Then have them share their answer with the class.

**DIFFERENTIATED LEARNING ACTIVITIES**: Have students who are hard of hearing to be near the front of the classroom so that they can hear properly. Close the door to the room and make sure the students speak in a reasonable level so that people who get distracted by too much noise are fine. Have copies of large print of the poems so that people with visual impairments can see clearly.

**FORMATIVE ASSESMENT**: Ask second Key question and if the students cannot properly answer the question give direction to line 35. Walk around during group discussion to make sure every member is participating and if they aren’t then ask them questions so they can get involved in the discussion. Have the rows of chairs placed far enough that anyone needing to travel through them can get by.

**HOMEWORK**: Write a brief description of how “My last Duchess” and “Porphyria’s Lover” are similar and different poems.

**REFLECTION**: Were the groupings of the students effective? Was every group contributing to the class understanding as a whole? Did the students find some value in this poem?

**UNIT**: Robert Browning Poetry **LESSON**: Comparison and Contrast **DATE**: 4/1/11 **TIME LENGTH**: 50 minutes

**ACADEMIC STANDARDS**: 1.1.12.A

**ACADEMIC ANCHORS**: R11.B.2

**MOTIVATIONAL DEVICE**: When the Students are about to begin their individual work, take a few minutes to think about other poems they have known to have similar themes, language devices, and tone of voice.

**INSTRUCTIONAL OBJECTIVES**:

1. Given any two poems, students will be able to discern (write) about the similarities and differences of language with eighty percent accuracy.

2. Given “Poryphyria’s Lover” and “My Last Duchess”, students will identify (circle or write) the different tones of the speaker with a specified word every time asked.

3. After the discussion of comparison and contrast, students will be able to name two reasons why it is important form of thinking every time they are asked.

**MATERIALS NEEDED**: Spare copies of “Porphyria’s Lover” and “My Last Duchess” if students forgot to bring them in

**TECHNOLOGY NEEDED**: Smart Board

**RESOURCES NEEDED**:

Greenblatt, Stephen. (2006). *The norton anthology of english literature*, volume 2: the romantic period through the twentieth century. W.W. Norton & Company.

Quiller-Couch, Arthur Thomas, Sir. *The Oxford Book of English Verse. Oxford: Clarendon*, 1919, [c1901]; Bartleby.com, 1999. www.bartleby.com/101/. (4/1/11).

**LESSON TYPE**: Independent Work, Direct instruction

**LESSON OUTLINE**:

1. Introduction ( 5 minutes)
2. Everyone must get out there copies of “Porphyria’s Lover” and “My Last Duchess”
3. Give out spare copies if anyone is missing one of the poems
4. Take a few minutes to think to yourself about other times you have compared and contrasted two things, what was effective and what did you look at specifically in the text
5. Body ( 40 minutes)
6. Independent student work - “ Everyone for the next twenty minutes or so will work independently and look at the two poems can write an outline of ideas for a comparison and contrast essay” (20 minutes)
7. Make sure to note these items
8. The literary devices used
9. How the literary devices are used
10. Patterns of diction
11. Tone of the speaker
12. Tone of the Author
13. How are the men Characterized
14. How are the women seen in these poems
15. Anything else you find important to the understanding of the poem
16. Write down what lines are important and to support your ideas
17. Teacher will walk around making sure people are engaged in their work
18. If a student is having trouble point out a few lines from the poem that might get them started on the right track
19. Teacher instruction on Comparison and Contrast ( 20 minutes)
20. “ This should serve as a model of how to look at two poems and compare and contrast one specific aspect”
21. “ I would like to look at the treatment of women in these poems and see how they are different and similar”
22. Porphyria’s lover wants Porphyria to subordinate herself and have no control
23. This can be seen through the pattern of diction “kneel’d”, “worshipp’d”, and “God”
24. Took control of the moment forever so Porphyria has no longer and choice
25. “My give of a nine-hundred-years-old name” “ painted on the wall” “that piece”
26. “The diction is very detached and makes the Duchess seem like a piece of property”
27. Speaker thinks his high class should give him special rights
28. Collects Art and has collected the Duchess as an item
29. Both men view the women as items but they have controlled them in different ways
30. One kills the women and another controls her through art
31. Summary (5 minutes)
32. “Comparison and contrast serves as a tool for critical reading and writing”
33. Student is forced to evaluate the poems
34. Make key distinctions
35. Synthesize a connection between two related ideas
36. Communicate this through effective writing
37. Closure

**KEY QUESTIONS**: What are two points of similarity between these poems? What are two points of contrast between these poems? What are three characteristics that make comparison and contrast so important?

**CLOSURE**: Ask a few students to briefly state important similarities and differences from the two poems.

**DIFFERENTIATED LEARNING ACTIVITIES**: Have the room in a setting where the light in the room is conductive of learning and not distracting to anyone with visual impairment. Situate students who have hearing impairments closer to the front of the room to ensure they can hear adequately. The font on the Smart Board must be at a large enough level so that the visually impaired and everyone can see clearly.

**FORMATIVE ASSESMENT**: When the students are working in groups ensure they are working effectively by using proximity and engaging students who seem to be having trouble. Ask students third key question and if they struggle to answer then have them think of some traits that make up good comparison and contrast. Have the students point out a similarity and difference in the poem and explain the significance and if they can then give them direct lines that can help them come to an answer.

**HOMEWORK**: Students will develop a thesis in a comparison and contrast mode that gives a good insight into the nature of the two poems.

**REFLECTION**: Were students able to stay on task and work effectively the entire time of independent work? Was the example used the best possible way to show the students a model of comparison and contrast? Do students understand the value of critical reading and writing?

**Unit Test**

**Directions:** There are 18 multiple choice questions in the first section. There will be four options for each question but there will be only one correct answer. You will need to use your copies of “Porphryia’s Lover” and “My Last Duchess” for this test and if you do not have them, then ask for an extra copy.

1. In the first four lines of “Porphyria’s Lover” which literary device is being used?
   1. Simile
   2. Personification
   3. Alliteration
   4. Allegory
2. Lines 38 to 43 in “Porphyria’s Lover” create what kind of tone for the speaker?
   1. Negative
   2. Violent
   3. Impersonal
   4. Regretful
3. Which pattern of language is used to create meaning in this poem?
   1. God, Worshipp’d, kneel’d
   2. Awake, displaced, fled
   3. Fair, passion, pain
   4. Break, vain, surprise
4. The speaker in “My Last Duchess” is of what societal class?
   1. Lower Class
   2. Working Class
   3. Upper class
   4. Middle class
5. Why is the speaker in “My Last Duchess” upset with his former wife?
   1. He was treated exactly like everyone else
   2. He was treated with spite
   3. He was treated as an unfaithful person
   4. He was treated like a vengeful person
6. What is the significance of the speaker showing his guest another piece of art at the end of the poem?
   1. Creates the feeling that he cherished his wife
   2. Creates the feeling that he was disappointed with art
   3. Creates the feeling that he viewed his wife as an object
   4. Creates the feeling that he was deeply moved by art
7. How did the last duchess treat other people?
   1. With equal respect
   2. With immense fear
   3. With an air of superiority
   4. With a reserved anger
8. What is the best possible explanation of the relationship between Porphyria and her Lover?
   1. An unsuccessful marriage
   2. An open couple
   3. A glorified match
   4. A hidden or secret meeting
9. What was Porphyria’s Lover’s motive for committing murder?
   1. To eternalize a moment
   2. Justify the wrongs done to him
   3. Stop Porphyria from leaving him
   4. Disgust over his desire for lust
10. What skills are mainly used when reading poems like these?
    1. Quick decisive reading
    2. Slow thoughtful approach
    3. Focus on the story line
    4. Connecting this today’s society
11. Which of the following is not an aspect of good reading?
    1. Paying attention to every detail
    2. Connecting patterns
    3. Understanding language devices
    4. Looking only for plot details
12. What is the best item to look for in a poem to derive meaning?
    1. Tone of voice
    2. Metaphors
    3. Plot summary
    4. Use of similes
13. What does the statement “My gift of a nine- hundred- years- old name” say about the speaker?
    1. He feels generous
    2. He feels humble
    3. He feels respectful
    4. He feels superior
14. How are women portrayed in Robert Browning’s two poems?
    1. As martyrs
    2. As responsible for their fate
    3. As the main speaker
    4. As objects
15. Which is not an importance of patterns of language?
    1. Connecting ideas together
    2. Supporting the tone of the speaker or author
    3. Supporting the readers ideas
    4. It is the only needed resource
16. What kind of person is the speaker in “My Last Duchess”?
    1. Serious
    2. Foolish
    3. Respectful
    4. Caring
17. Why does the speaker mention “God” in the last line of “Porphyria’s Lover”?
    1. Tries to establish control
    2. Tries to ask for forgiveness
    3. Tries to forget his troubles
    4. Tries to show his love
18. What does the speaker in “My last Duchess” care most about?
    1. The Duchess
    2. His friends
    3. His vanity and pride
    4. His power and control

**Short Answer**

1. Using direct quotes and lines from the poems, compare and contrast the speakers view on life and women in “Poryphria’s Lover” and “My Last Duchess”.

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1. Read this poem over carefully and give a detailed explanation to how language is used to illuminate the tone of the speaker. Look at patterns of diction, literary devices, and tone of voice to come to your answer.

Dover Beach: By Matthew Arnold

The sea is calm to-night.

The tide is full, the moon lies fair

Upon the straits; on the French coast the light

Gleams and is gone; the cliffs of England stand;

Glimmering and vast, out in the tranquil bay.

Come to the window, sweet is the night-air!

Only, from the long line of spray

Where the sea meets the moon-blanched land,

Listen! you hear the grating roar

Of pebbles which the waves draw back, and fling,

At their return, up the high strand,

Begin, and cease, and then again begin,

With tremulous cadence slow, and bring

The eternal note of sadness in.

Sophocles long ago

Heard it on the A gaean, and it brought

Into his mind the turbid ebb and flow

Of human misery; we

Find also in the sound a thought,

Hearing it by this distant northern sea.

The Sea of Faith

Was once, too, at the full, and round earth's shore

Lay like the folds of a bright girdle furled.

But now I only hear

Its melancholy, long, withdrawing roar,

Retreating, to the breath

Of the night-wind, down the vast edges drear

And naked shingles of the world.

Ah, love, let us be true

To one another! for the world, which seems

To lie before us like a land of dreams,

So various, so beautiful, so new,

Hath really neither joy, nor love, nor light,

Nor certitude, nor peace, nor help for pain;

And we are here as on a darkling plain

Swept with confused alarms of struggle and flight,

Where ignorant armies clash by night.

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**COGNITIVE DOMAIN**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Instructional objectives | Knowledge | Comprehension | Application | Analysis | Evaluations | Total |
| 1-1 | 1 |  |  | 1 |  | 2 |
| 1-2 | 1 | 1 |  | 1 |  | 3 |
| 1-3 |  |  | 1 | 1 |  | 2 |
| 2-1 |  | 1 |  |  | 1 | 2 |
| 2-2 | 1 |  | 1 |  |  | 2 |
| 2-3 | 1 | 1 | 1 |  |  | 3 |
| 3-1 |  |  | 1 |  | 1 | 3 |
| 3-2 |  | 1 | 1 | 1 |  | 3 |
| 3-3 | 1 | 1 |  |  |  | 2 |

**AFFECTIVE DOMAIN**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Instructional objectives | Reiceiving/ attending | Responding | Valuing | Organization | Characterization | Totals |
| 1-1 | 1 |  | 1 |  |  | 2 |
| 1-2 |  | 1 |  |  |  | 1 |
| 1-3 | 1 | 1 |  |  |  | 2 |
| 2-1 |  |  | 1 |  |  | 1 |
| 2-2 | 1 |  |  |  | 1 | 2 |
| 2-3 | 1 |  |  |  |  | 1 |
| 3-1 | 1 |  |  |  |  | 1 |
| 3-2 |  |  | 1 |  | 1 | 2 |
| 3-3 |  | 1 |  |  |  | 1 |

**PYCHOMOTOR DOMAIN**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Instructional objectives | Perception | Set | Guided Response | Mechanism | Complex or Overt Response | Totals |
| 1-1 | 1 |  |  |  |  | 1 |
| 1-2 | 1 |  |  |  |  | 1 |
| 1-3 |  |  |  |  |  |  |
| 2-1 |  | 1 |  |  |  | 1 |
| 2-2 | 1 |  |  |  |  | 1 |
| 2-3 | 1 |  |  |  |  | 1 |
| 3-1 | 1 |  |  |  |  | 1 |
| 3-2 |  |  |  |  |  |  |
| 3-3 | 1 |  |  |  |  | 1 |

**TEST BLUEPRINT**

1. **B**
2. **C**
3. **A**
4. **C**
5. **A**
6. **C**
7. **A**
8. **D**
9. **A**
10. **B**
11. **D**
12. **A**
13. **D**
14. **D**
15. **D**
16. **B**
17. **A**
18. **C**

**Short Answer-**

* **View women as objects**
* **Porphyrias lover uses her to gain power**
* **The Man in the last Duchess was mad because his wife didn’t respect his power**

**Dover Beach-**

* **Uses glorified diction to show that war is petty**
* **Nature and the surroundings are beautiful and fighting isn’t**
* **Metaphor of the grating sound of the ocean on the rocks**

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