

Step-by-Step of My Lesson:

- a. Anticipatory Lesson: Asking students “What makes people jealous? How do they handle it?” (as presented on the PowerPoint slide and reading it aloud as well). The students will have 3 minutes to complete the quick-write activity, then pair-and-share with their neighbor their responses, then come together as a whole class to share their responses. Students will use the front sides of their notecards to complete the quick-write activity (as provided by Miss Skirtich.)
- b. Inferences: Discuss author’s motives, perspectives, and opinions. Judging based on ambiguity in the poem, what can we guesstimate about the speaker of the poem? What he thinks? What his motives are? By reading a few different lines of the poem where Browning employs ambiguity in his writing, we catch a glimpse of the author’s motives and perspectives. The students will be able to use this information to make an inference about his actions and opinions based on the given information.
- c. Background biographical information: Present short video on Browning’s life and his writing style- dramatic monologue- and its role in the poem; relate its connection of dramatic monologue and inferences from *Porphyria’s Lover* that they previously read in class.
- d. Reading poem & analyzing stanzas: The visual presentation will culminate with the oral reading of the poem by a professional actor on a YouTube audio. The students will follow along and look for places in the poem where ambiguity is present and the reader must infer what the narrator means. The teacher (Miss Skirtich) will then reread the poem aloud stanza-by-stanza, taking breaks to analyze and clarify parts of the poem, especially ambiguity employed by the narrator. The teacher will answer students’ questions to improve their understanding and comprehension of the text, infer what the narrator means, what his opinions and perspectives are based on the given information in the text of the poem, and draw conclusions.
- e. Completing a 3-2-1 card: Students will state 3 facts they learned about Browning, 2 points of ambiguity in the poem, and 1 question that they still have about the material from the lesson. This will allow the students to tie together what they learned during the class and invite me as the teacher to see gauge where their levels of understanding stand at the end of the class. By reading the questions after class and then

addressing them at the opening of class the next day, I will answer any remaining questions that the students have, clear up any misconceptions or problems that they have, and jumpstart the next class with reviewing the material from the previous class day.

Integration of Concept Map

My students will witness the concept map in action during a few different times of this lesson. They will first see how the poet, Robert Browning, is connected to the overall concept of the unit, the Romantic Poets. The students will relate Browning's works, *Porphyria's Lover* and *My Last Duchess* to the of mystery and more reserved way of living and writing during this time in history. By visually representing the relationship between the author and his works with the other authors and works of the Romantic era, the students have a better chance of accurately recalling the information and tying all of the respective entities of the unit together. The concept map will also provide the students with an audio recording of Browning's *My Last Duchess* so that they gain a better understanding about the depth of the dramatic monologue. There is also an external link to a website of Harvard and Cal Berkley graduate students who have a comical yet educational video that dives into the biographical information about Browning. This visual representation, combined with auditory elements, and aesthetically pleasing visual elements, play to each student's different intelligences and learning strengths. By tying these elements together through the concept map, the students will gain a more wholesome understanding of the lesson and overall unit theme.

Behavioral Objectives:

- The student will be able to relate how jealousy can affect people in a quick-write activity.
- The student will be able to restate three facts that he/she learned about Browning, identify two points of ambiguity in the poem, and pose one question that they still have about the material from the lesson.
- The student will be able to relate how Browning's poetry relates to the overall theme of the Romantic Poetry unit.
- The student will be able to identify similar elements of the Romantic poet's writing and connect similar qualities of the writing to the theme of Romantic poetry.

