

M1.U1.L6

- Standards: RL.9-10.1, RL.9-10.9, RL.9-10.2, W.9-10.2.b, SL.9-10.1.a
- Texts:
 - "Raleigh Was Right" William Carlos Williams
 - "The Passionate Shepherd to His Love" Christopher Marlowe
 - "The Nymph's Reply to the Shepherd" Sir Walter Raleigh

Guiding Question:

How does Williams draw upon and transform a central idea established by Marlowe and Raleigh?

Guiding Question

Lesson Agenda

Learning Sequence:

1. Introduction of Lesson Agenda
2. Homework Accountability
3. Evidence Collection Tool
4. Group-to-Group Discussion
5. Closing

Lesson Four Agenda

Learning Standards

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.9-10.9
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).

Learning Standards

Learning Standards

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.

W.9-10.2.b NEW
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.

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.

Learning Standards

Learning Standards

SL.9-10.1.a NEW
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

Learning Standards

Activity 2: Homework Accountability (in pairs)

Conduct a 5 minute discussion* about your AIR text.

Using standard **RL.9-10.1** to support your analysis and interpretation of your reading thus far, identify and explain the **conflict** of the The Kite Runner.

Record your response in your reading section. Label it: **AIR Discussion RL.9-10.1**

*This discussion will be graded!

Act 2 Homework Accountability

Activity 3: Evidence Collection Tool (in groups)

- Complete the Evidence Collection Tool with your group.
- Analyze ALL three texts for evidence - record one detail from each.
- Draft a connecting statement that shows the connections you have drawn between the details and your analysis.
- This will be collected and graded.
- The question is also your End-of-Unit Assessment question.

Act 3 Evidence Collection Tool

Evidence Collection Tool

Name: _____ Class: _____ Date: _____

Purpose: To analyze how an author draws on and transforms source material.

Question: How does Williams draw upon and transform a central idea established by Marlowe and Raleigh?

Key Detail	Key Detail	Key Detail
Analysis	Analysis	Analysis
Connections		
Claim/Thesis		

Evidence Collection Tool