

M1.U1.L5

• Standards: RL.9-10.2, RL.9-10.9, **W.9-10.2.d**,
CCRA.R.6, SL.9-10.1

• Texts:
 "Raleigh Was Right" by William Carlos Williams

Guiding Question:
 Which of Raleigh's central ideas does Williams focus on and how does Williams develop this idea?

author's craft

"The Nymph's Reply to the Shepherd"

"Raleigh was Right"

Guiding Question

Lesson Agenda

Learning Sequence:

1. Introduction of Lesson Agenda
2. Homework Accountability
3. Masterful Reading
4. Evidence-Based Discussion
5. Quick Write
6. Closing

Lesson Four Agenda

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.

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

W.9-10.2.d 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.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

accurate
apt
appropriate

subject area
CONCISION

recognize that language is multi-layered and complex

Learning Standards

Learning Standards

CCRA.R.6 NEW
 Assess how point of view or purpose shapes the content and style of a text.

impact

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 *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Learning Standards

Activity 2: Homework Accountability (in pairs)

Briefly discuss your responses to last night's homework question:
 How has your understanding of Marlowe and Raleigh's poems developed through comparison of the two poems?

Looking at the poems side-by-side highlights:

- tone differences
- structure/form
- Diction/word choice
- Rhyme scheme

in juxtaposition

Act 2: Hwk Accountability

Activity 3: Masterful Reading

“Raleigh was Right” by William Carlos Williams

1. Annotate while you listen.
2. Reread silently and prepare to discuss your observations by comparing Williams's poem to Marlowe's poem and Raleigh's poem. Remember to use domain-specific vocabulary (line, stanza, rhyme, rhyme scheme, rhyming couplet, alliteration).

Full class share out

Act 3 Masterful Reading