

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 techniques

Guiding Question

Speaking and Listening Checklist
Addressed Standard: SL.9-10.1
Comprehension and Collaboration

	Did I...	✓
Preparation	Prepare for the discussion by reading all the necessary material, annotating my text(s), and organizing my notes?	<input type="checkbox"/>
	Refer to strong evidence from my text(s) and notes during the discussion?	<input type="checkbox"/>
Collaboration	Collaborate with my peers in a thoughtful, respectful way?	<input type="checkbox"/>
	Discuss and make shared decisions with my peers?	<input type="checkbox"/>
Responsiveness to Others	Connect comments from the discussion to broader ideas and themes?	<input type="checkbox"/>
	Actively include others in the discussion?	<input type="checkbox"/>
	Clarify and/or respectfully challenge others' ideas?	<input type="checkbox"/>
Evidence of Understanding	Pause to summarize agreement and disagreement?	<input type="checkbox"/>
	Justify my own views? (or)	<input type="checkbox"/>
	Make new connections based on evidence from the discussion?	<input type="checkbox"/>

Sep 22-6:59 AM

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).

allusion

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.

↑ language is multi-leveled

↳ subject area

accurate apt appropriate

concision

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

"Raleigh Was Right" Annotation Tool

Name: _____ Class: _____ Date: _____

- Circle repeating word(s) in the first stanza. Why might Williams repeat this word?
emphasize? establish
- Who is "us"? Who is "you"?
"us" - Williams, Raleigh, nymph, country people
"you" - Marlowe/Shepherd
- What is "it" in line 20, and what does "it" suggest about the circumstances of country life?
- What might these details reveal about a central idea of the poem?
Marlowe "ideal" not reality

Raleigh Was Right Annotation Tool

Activity 4: Evidence-Based Discussion (in your groups)

STEP FOUR: Answer the following questions regarding the first stanza of the poem.

- What does the opening statement in lines 1–3 suggest about the speaker’s position in relation to the country?
- What type of adjectives does Williams use to describe the “small violets” (line 4) and what is their effect?
- Return to “The Passionate Shepherd.” What adjectives does Marlowe use to describe nature? What can you infer from this comparison about how the speaker of Williams’s poem views the relationship between humans and nature?
- How is Williams’s speaker’s claim about what cannot be found in the country a response to Marlowe’s vision of country life?

Act 4 EBD 4

Activity 4: Evidence-Based Discussion (in your groups)

STEP FIVE: Answer the following questions regarding the second stanza of the poem.

- According to the speaker, what quality of mind is being “prais[ed]” (line 8) by the “poets” (line 9)?
- What “truth” does the speaker doubt (line 16)?

Act 4 EBD 5

Activity 4: Evidence-Based Discussion (in your groups)

STEP SIX: Answer the following question regarding the third stanza of the poem.

- How does this poem’s response to the invitation of Marlowe’s poem compare to Raleigh’s reply?

Act 4 EBD 6