

**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?

*Handwritten notes:*  
 - "The Nymph's Reply to the Shepherd"  
 - "Raleigh Was Right"  
 - Author's Craft

Guiding Question

**Homework Accountability**

AIR check-in

Where are you in your reading?

HW

**Activity 3: Masterful Reading**

"Raleigh Was Right" by William Carlos Williams

- Annotate while you listen.
- 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

Raleigh Was Right

We cannot go into the country  
for the country will bring us no peace  
What can the small violets tell us  
that grow on furry stems in  
the long grass among lance-shaped leaves?

Though you praise us  
and call to mind the poets  
who sung of our loveliness it was  
long ago!  
long ago!  
when country people  
would plow and sow  
with flowering minds and pockets at ease —  
if ever this were true.

Not now. Love itself a flower  
with roots in a parched ground.  
Empty pockets make empty heads.  
Cure it if you can but  
do not believe that we can live  
today in the country  
for the country will bring us  
no peace

— William Carlos Williams

Raleigh Was Right Text

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

**STEP ONE:**  
Read "Raleigh Was Right" aloud in your groups, alternating readers at the punctuation marks that indicate the end of a sentence.

Write down anything you notice about the punctuation during this reading.

*Handwritten notes:*  
 - Questioning  
 - Rhetorical Question  
 - enjambment  
 - when a line of poetry spills over into the next line/ stanza without terminal punctuation  
 - sentence fragments  
 - syntax -  
 - arrangement of words  
 - sentence structure

Act 4 EBD 1

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

**STEP TWO:**  
Answer the following questions regarding "Raleigh Was Right" (pub. 1940)

- What might the title reveal about how William Carlos Williams views the original conversation between Marlowe and Raleigh?
- What might you infer about the purpose of William Carlos Williams's poem in the context of this conversation?

Act 4 EBD 2

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

**STEP THREE:**

Complete the "Raleigh Was Right"  
Annotation Tool

Brief full class share out to follow

Act 4 EBD 3

"Raleigh Was Right" Annotation Tool

Name:		Class:		Date:	
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1. Circle repeating word(s) in the first stanza. Why might Williams repeat this word?
2. Who is "us"? Who is "you"?
3. What is "it" in line 20, and what does "it" suggest about the circumstances of country life?
4. What might these details reveal about a central idea of the poem?

Raleigh Was Right Annotation Tool