| 10.1.1 | Unit Overview |
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## "We cannot go to the country / for the country will bring us / no peace"

| Texts | **Unit 1:** "The Passionate Shepherd to His Love" by Christopher Marlowe, "The Nymph's Reply to the Shepherd" by Sir Walter Raleigh, and "Raleigh Was Right" by William Carlos Williams. |
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| **Number of Lessons in Unit** | 7 |

## Introduction

In the first unit of Module 10.1, students are introduced to many of the foundational skills, practices, and routines that they build upon and strengthen throughout the unit: close reading, annotating text, and evidence-based discussion and writing. Students make connections across three texts as they explore how authors draw upon and transform source material in the development of central ideas.

Students analyze how authors shape, refine, and transform shared central ideas as they read three thematically related poems: Christopher Marlowe's iconic poem "The Passionate Shepherd to His Love," Sir Walter Raleigh's critical reply "The Nymph's Reply to the Shepherd," and William Carlos Williams's contemporary contribution "Raleigh Was Right." This unit introduces students to poets in conversation and encourages students to make connections across all three texts. Students consider the choices each author makes, with a focus on how each author shapes and refines central ideas shared in all three texts. As students read, discuss, and write about all three poems, they examine how poets structure a text, the effects of specific word choice on meaning and tone, and how point of view shapes content and style. Students learn to incorporate poetry specific vocabulary in their verbal and written responses.

Students are assessed formally in the End-of-Unit Assessment. At the end of the unit, students craft a multi-paragraph response analyzing how Williams draws upon and transforms a central idea established by Marlowe and Raleigh (RL.9-10.2, RL.9-10.9, W.9-10.2.d, W.9-10.9, SL.9-10.1).

**Note:** This unit continues Accountable Independent Reading (AIR). See Prefatory Material for Grades 9–12 English Language Arts for more information about AIR.

## Literacy Skills & Habits

- Read closely for textual details

- Annotate texts to support comprehension and analysis

- Engage in productive, evidence-based discussions about text

- Collect and organize evidence from texts to support analysis in writing

- Make claims about and across texts using specific textual evidence

- Develop and incorporate domain-specific vocabulary in written and verbal responses

## Standards for This Unit

| CCS Anchor Standards: Reading | |
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| CCRA.R.5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions, of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| CCRA.R.6 | Assess how point of view or purpose shapes the content and style of a text. |
| **CCS Standards: Reading – Literature** | |
| 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.9-10.2 | 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.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| 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). |
| **CCS Standards: Writing** | |
| W.9-10.2.b, d | 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. |
| | 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.<br><br>**d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.** |
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| W.9-10.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |

| **CCS Standards: Speaking & Listening** |  |
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| 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. |

| **CCS Standards: Language** |  |
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| L.9-10.4.a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.<br><br>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| L.9-10.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

**Note:** Bold text indicates the targeted standards assessed in this unit.

## Unit Assessments

| Ongoing Assessment | |
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| **Standards Assessed** | RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.9, CCRA.R.5, W.9-10.2 |
| **Description of Assessment** | Varies by lesson but may include responses to questions focused on structural choices, central idea development, and how authors draw upon and transform source material, through discussion, tools, and informal writing prompts. |

| End-of-Unit Assessment | |
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| **Standards Assessed** | RL.9-10.9, W.9-10.2.d |
| **Description of Assessment** | Students use the skills and habits they have been building throughout the unit to craft a multi-paragraph response to the End-of-Unit Assessment prompt: How does Williams draw upon and transform a central idea established by Marlowe and Raleigh? Students cite evidence from each of the three texts in this unit to support their response to this assessment. |

## Unit-at-a-Glance Calendar

| Lesson | Text | Learning Outcomes/Goals |
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| 1 | "The Passionate Shepherd" (stanzas 1–2) | Students begin their exploration of Christopher Marlowe's iconic pastoral poem "The Passionate Shepherd to His Love," in which a Shepherd invites his love to come live with him in the bucolic countryside. Because this is the first lesson of the module, students receive an introduction to the skills and protocols that they establish throughout the module, including Accountable Independent Reading and annotation. |
| 2 | "The Passionate Shepherd" (stanzas 3– | Students engage in a collaborative analysis of the speaker's promises, with a focus on Marlowe's pastoral imagery and the |

| Lesson | Text | Learning Outcomes/Goals |
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|  | 6) | cumulative impact of specific word choices on meaning and tone. Students establish a foundational understanding of the conventions of pastoral poetry, as well as practice their annotation skills. |
| 3 | "The Nymph's Reply" (full text) | Students explore the development of central ideas in Sir Walter Raleigh's "The Nymph's Reply to the Shepherd." Questions focus on helping students understand the parallels between Marlowe's and Raleigh's poems, without yet explicitly addressing them. Students are introduced to and practice the norms and protocols of collaborative discussion using the Speaking and Listening Rubric. |
| 4 | "The Passionate Shepherd" and "The Nymph's Reply" (full texts) | Students explore how Raleigh draws upon and transforms Marlowe's poem through explicit comparison of the two texts. Students' analysis focuses on structural choices, to develop an essential understanding of the conversant central ideas of these two poems. Students continue to build skills around making intertextual connections in preparation for the End-of-Unit Assessment. |
| 5 | "Raleigh Was Right" (full text) | Students analyze William Carlos Williams's poem "Raleigh Was Right" and explore how this contemporary voice transforms the conversation begun by Marlowe and Raleigh. Students establish a framework to scaffold to an exploration of intertextuality between Marlowe, Raleigh, and Williams in the End-of-Unit Assessment. Students reflect on their speaking and listening skills using the Speaking and Listening Rubric. |
| 6 | "The Passionate Shepherd," "The Nymph's Reply," and "Raleigh Was Right" (full texts) | Students collect and analyze evidence from each of the three poems in this unit. Students work in groups to complete an Evidence Collection Tool in order to gather evidence about how Williams draws upon and transforms a central idea established by Marlowe and Raleigh. This analysis prepares students to develop their End-of-Unit Assessment. |
| 7 | "The Passionate | Students participate in a collaborative brainstorm in preparation |

| Lesson | Text | Learning Outcomes/Goals |
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| | Shepherd," "The Nymph's Reply," and "Raleigh Was Right" (full texts) | for their independent written response, practicing the speaking and listening skills they acquired in this unit. Students make connections across all three texts in this unit as they craft a multi-paragraph essay in response to the End-of-Unit Assessment prompt. |

## Preparation, Materials, and Resources

**Preparation**

- Read and annotate "The Passionate Shepherd to His Love" by Christopher Marlowe, "The Nymph's Reply to the Shepherd" by Sir Walter Raleigh, and "Raleigh Was Right" by William Carlos Williams.

- Review the Text Analysis Rubric and Checklist.

- Review all unit standards and post in the classroom.

- Consider creating a word wall of the vocabulary provided in all lessons.


**Materials/Resources**

- Chart paper

- Copies of the texts "The Passionate Shepherd to His Love" by Christopher Marlowe, "The Nymph's Reply to the Shepherd" by Sir Walter Raleigh, and "Raleigh Was Right" by William Carlos Williams.

- Masterful recordings of both "The Passionate Shepherd to His Love" by Christopher Marlowe and "The Nymph's Reply to the Shepherd" by Sir Walter Raleigh. (optional: see Lessons 1 and 3)

- Self-stick notes for students

- Writing utensils including pencils, pens, markers, and highlighters

- Methods for collecting student work: student notebooks, folders, etc.

- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector

- Copies of handouts and tools for each student: see materials list in individual lesson plans

- Copies of the 10.1 Common Core Learning Standards Tool

- Copies of the Text Analysis Rubric and Checklist

- Copies of the Short Response Rubric and Checklist

- Copies of the Speaking and Listening Rubric and Checklist