

10.1.1

Lesson 6

Introduction

In this lesson, students collect and analyze evidence from each of the three poems in this unit: “The Passionate Shepherd to His Love,” “The Nymph’s Reply to the Shepherd,” and “Raleigh Was Right.” 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. Students then participate in a full class evidence-based discussion, using the speaking and listening skills they have developed across this unit. Students discuss and evaluate how the evidence they have selected develops and supports the connections they have made across all three texts. This full-class exchange will prepare students to develop their End-of-Unit Assessment (Lesson 7) with well-chosen and relevant details and quotations (W.9-10.2.b).

This lesson scaffolds to the End-of-Unit Assessment in the following lesson, in which students write a multi-paragraph essay to the following prompt: How does Williams draw upon and transform a central idea established by Marlowe and Raleigh?

For homework, students practice writing skills by revising the connecting statement on their Evidence Collection Tool.

Standards

Assessed Standard(s)	
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).
Addressed Standard(s)	
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	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and

	<p>analysis of content.</p> <p>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.</p>
SL.9-10.1.a	<p>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.</p> <p>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.</p>

Assessment

Assessment(s)
<p>The learning in this lesson is captured on an Evidence Collection Tool that prompts students to cite strong and thorough textual evidence to support analysis of how an author draws on and transforms source material in a specific work.</p> <ul style="list-style-type: none"> Evidence Collection Tool Prompt: How does Williams draw upon and transform a central idea established by Marlowe and Raleigh? Cite evidence to support your response.
High Performance Response(s)
<ul style="list-style-type: none"> See the Model Evidence Collection Tool.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<p>“The Passionate Shepherd to His Love”:</p> <ul style="list-style-type: none"> kirtle (n.) – a woman's dress or outer petticoat swains (n.) – country peasants or male admirers prove (v.) – to learn or find out by experience (archaic) steepy (adj.) – steep (archaic) yields (v.) – relinquishes one's possessions <p>“The Nymph's Reply to the Shepherd”:</p>

- flocks (n.) – large groups of animals of one kind (i.e. sheep)
- philomel (n.) – mythical woman who was turned into a nightingale
- dumb (adj.) – silent
- wanton (adj.) – unrestrained, carelessly extravagant, lustful
- wayward (adj.) – changeable, unpredictable
- reckoning (n.) – judgment
- gall (n.) – bitterness of spirit
- kirtle (n.) – archaic term for a woman’s dress
- folly (n.) – stupidity
- breed (v.) – to reproduce

“Raleigh Was Right”:

- lance-shaped (adj.) – shaped like a spear
- parched (adj.) – deprived of moisture

Vocabulary to teach (may include direct word work and/or questions)

Domain Specific Vocabulary (introduced in Lesson 1):

- line (n.) – a single row of words in a poem
- stanza (n.) – a group of lines in a poem, separated by spaces from other stanzas, much like a paragraph in prose
- couplet (n.) – two lines of poetry, one after the other, that rhyme and are of the same length and rhythm
- rhyme (n.) – having the same sound at the end of two or more words
- end rhyme (n.) – rhyming words at the ends of the lines of a poem
- romanticize (v.) – to think about or describe something as being better or more attractive or interesting than it really is

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.9-10.1, RL.9-10.9, RL.9-10.2, W.9-10.2.b, SL.9-10.1.a Text: “Raleigh Was Right,” “The Passionate Shepherd to His Love,” “The Nymph’s Reply to the Shepherd” Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Evidence Collection Tool Group-to-Group Discussion Closing 	<ol style="list-style-type: none"> 10% 10% 35% 35% 10%

Materials

- Student copies of the 10.1 Common Core Learning Standards Tool (refer to 10.1.1 Lesson 1)
- Student Copies of the Speaking and Listening Rubric (refer to 10.1.1 Lesson 1)
- Copies of the Evidence Collection Tool for each student

Learning Sequence

How to Use the Learning Sequence	
Symbol	Type of Text & Interpretation of the Symbol
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
❗	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda

10%

Begin by reviewing the agenda and assessed standards for this lesson: RL.9-10.1 and RL.9-10.9. In this lesson, students prepare for their End-of-Unit Assessment by completing an Evidence Collection Tool and participating in a full class evidence-based discussion. Students will call upon their analysis of all three texts.

Inform students that in this lesson they will be assessed on RL.9-10.1 and RL.9-10.9. Inform students that they will be working with two new standards in this lesson: SL.9-10.1.a and W.9-10.2.b. Instruct students to review these standards on their 10.1 Common Core Learning Standards Tool and briefly discuss with a partner what they think these standards are asking them to do. Allow time for students to ask any questions they might have.

What do you notice about these standards?

What are they asking you to be able to do?

What questions do these standards raise for you?

- ▶ Students review standards SL.9-10.1.a and W.9-10.2.b on their 10.1 Common Core Learning Standards Tool and discuss these standards with a partner.
- ☛ Student responses may include:
 - SL.9-10.1.a is asking students to bring evidence to discussions.
 - SL.9-10.1.a is asking students to come to discussions prepared.
 - W.9-10.2.b is asking students to use evidence, quotes, and examples from the text in their writing.

Activity 2: Homework Accountability

10%

Instruct students to pair up and briefly discuss the reflection they did on their speaking and listening skills using the Speaking and Listening Rubric. Ask students to share one area they feel they have mastery in, and one area that may need improvement.

- ▶ Students discuss their self-assessment and reflection on their speaking and listening skills.

Instruct students to talk in pairs about how they can apply their focus standard to their AIR text. Lead a brief share out on the previous lesson's AIR homework assignment. Select several students (or student pairs) to explain how they applied their focus standard to their AIR text.

- ▶ Students (or student pairs) discuss and then share how they applied their focus standard to their AIR text from the previous lesson's homework.

Activity 3: Evidence Collection Tool

35%

Instruct students to form their dedicated groups for this unit, established in Lesson 3, for ease of transition between activities and to encourage continued collaboration within groups by maintaining the same groupings throughout these discussions.

- ▶ Students re-form the groups established in 10.1.1 Lesson 3.

Distribute the Evidence Collection Tool. Since this is the first time students will be encountering this tool, briefly review the tool with students. Explain that this tool is a way for them to collect and analyze evidence in the text and draw connections between the evidence they collect. Instruct students that they will collect three pieces of textual evidence to answer a focus question (key details), briefly explain their reasoning behind choosing that evidence (analysis), and then write a connecting statement that consolidates their analysis of the textual evidence. This connecting statement will inform students' End-of-Unit Assessment. Instruct students to analyze all three texts for evidence.

Instruct students that the purpose of this activity is to analyze how an author draws on and transforms source material in a specific work (RL.9-10.9). Instruct students to fill out the “purpose” box on their tool with the text of this standard.

Inform students that this tool comprises their assessment for this lesson and that they will submit their tool at the close of this lesson. Inform students that the question they will be working with during this activity is their End-of-Unit Assessment question. Instruct students to fill out the “question” box on their tool with the following prompt:

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

Explain to students that this is the lesson assessment and the focus for this lesson's activities.

① If necessary, consider modeling for students one example of a key detail and analysis before students begin working on this tool in their groups. It may also be helpful to display both the prompt and the purpose throughout this activity.

- ▶ Students fill out the “question” and “purpose” boxes on their Evidence Collection Tools, then work in pairs to select key details in order to answer the prompt.

🗨 See the Model Evidence Collection Tool.

After students have had time to select and analyze evidence, prompt students to discuss in their groups the connections that they might draw between these pieces of evidence and their analysis and draft a connecting statement. Students will have the opportunity to refine and clarify their connecting statements through conversation with other groups during the next activity. Inform students they will

return to this tool to support their analysis throughout this module, and they will have multiple opportunities to practice doing this kind of collection and connection.

- ▶ Students discuss and draft a connecting statement on their Evidence Collection Tool.

① If necessary, consider modeling for students an example of a connecting statement.

Activity 4: Group-to-Group Discussion

35%

Instruct groups to pair with another group. Student groups will be responsible for explaining their connecting statement to the group they are paired with (and vice versa). Then, student groups will present their partner group's connecting statement to the full class. Instruct student groups that they should ask clarifying questions during the group-to-group discussion. (See the instructional note below for sentence stems that could help students frame these questions.)

- ▶ Students participate in a group-to-group discussion, offering the evidence and connections they made on their Evidence Collection Tool and asking clarifying questions to understand the evidence and connections made by other groups.
- ① This activity prompts students to clearly and concisely exchange their ideas with another group clearly so that the other group can then present the information to the full class. This two-step process prompts students to discuss their ideas, rather than simply sharing out with the class. Consider modeling this exchange, reminding students of the elements of the Speaking and Listening Rubric on which they should be focusing. Consider displaying the Speaking and Listening Rubric throughout this activity.
- ① Monitor student discussion to ensure that students are supporting their statements and that the group listening is asking productive clarifying questions. Some students may benefit from the display or distribution of sentence stems to structure this conversation in a constructive and productive manner. For example:

Could you explain to me more about why ____?

Have you considered ____?

What we both agree on is ____.

I hear you saying that____, is that what you meant?

Instruct students to share their partner group's connecting statement in a full class share out. Instruct students that, while they are listening to others share out, they should take notes on the connections made by others.

Activity 5: Closing

10%

Inform students that they will be assessed on two writing standards for their End-of-Unit Assessment in the next lesson, W.9-10.2 and W.9-10.9.

Instruct students to return to the 10.1 Common Core Learning Standards Tool.

Direct students to find W.9-10.2 and W.9-10.9 on their tool and to follow along as they are read aloud.

- ▶ Students follow along, reading silently as standards W.9-10.2 and W.9-10.9 are read aloud.

Pose the following questions for class discussion:

What do you notice about these standards? What are they asking you to be able to do? What questions do these standards raise for you?

☞ Student responses may include the following:

- These standards ask students to write in an organized, formal way.
- These standards ask students to use evidence from the text in writing.
- These standards ask students to be able to analyze text using evidence.

Display and distribute the homework assignment. Instruct students that for homework they will revise the connecting statement they made on their Evidence Collection Tool, implementing the skills outlined by the previously mentioned standards. Students should also to organize their materials, annotation, and evidence in preparation for the End-of-Unit Assessment.

Instruct students to copy the connecting statement into their notes for use during homework, then collect the Evidence Collection Tool for lesson assessment.

Homework

Revise the connecting statement from your Evidence Collection Tool using the skills outlined by W.9-10.2 and W.9-10.9. Also, organize your materials, annotation, and evidence in preparation for the End-of-Unit Assessment.

Evidence Collection Tool

Name:		Class:		Date:	
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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		

Model Evidence Collection Tool

Name:		Class:		Date:	
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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
“There will I make thee beds of Roses / and a thousand fragrant posies, / a cap of flowers, and a kirtle / embroider’d all with leaves and myrtle” (Marlowe 9–12)	“Thy gowns, thy shoes, thy beds of Roses / Thy cap, thy kirtle, and thy posies / Soon break, soon wither, soon forgotten” (Raleigh, 13–15)	“Not now. Love itself a flower / with roots in parched ground. Empty pockets / make empty heads.” (Williams, 17–20)
Analysis	Analysis	Analysis
In Marlowe’s poem, the Shepherd woos the nymph with the promise of many delights and pleasures made from the natural world.	In Raleigh’s poem, the nymph replies that time will undo all of the promises the Shepherd makes, because all of the things he describes only exist in the spring.	Williams says that the flower of love cannot grow in the ground of the country at all, because people live in poverty.
Connections		
Williams draws and transforms images of nature that first appear in Raleigh and Marlowe’s poems in order to criticize the unrealistic portrayal of country life in Marlowe’s poem.		