

10.1.1

Lesson 7

Introduction

In this final lesson of the unit, students complete the End-of-Unit Assessment. The End-of-Unit Assessment evaluates cumulative student understanding of the relationship between the three poems in this unit. Students explore word choice, structure, and key details in order to understand how these three texts build upon and complicate each other.

Using the speaking and listening skills students have been building and practicing across this unit, students participate in a collaborative brainstorm that prompts them to identify and discuss a central idea of each poem. Students first discuss in their groups, and then share with the whole class. Students then call upon these dialogues and their analysis throughout the unit to inform their independent End-of-Unit Assessment to the following prompt: How does Williams draw upon and transform the central ideas established by Marlowe and Raleigh? This assessment is assessed using the Text Analysis Rubric.


For homework, students continue to read their AIR texts, using the focus standard introduced in 10.1.1 Lesson 5 (RL.9-10.1 and RI.9-10.1) to guide their reading.

Standards

Assessed Standard(s)	
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).
W.9-10.2.d	Write an informative/explanatory text 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.
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.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.

Assessment

Assessment(s)
<p>Students craft a multi-paragraph response to the End-of-Unit Assessment prompt:</p> <ul style="list-style-type: none"> How does Williams draw upon and transform the central ideas established by Marlowe and Raleigh? Cite evidence to support your response. <p> The End-of-Unit Assessment will be assessed using the Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Use precise and domain-specific language. Include evidence from all three poems, making clear connections between the details selected and the statements made. Summarize a central idea of Williams's poem, in the context of the central ideas established and developed by Marlowe and Raleigh. Make a statement about how Williams draws upon and transforms central ideas in the poems of Marlowe and Raleigh.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> None.
Vocabulary to teach (may include direct word work and/or questions)
<p>Domain-specific vocabulary (introduced in Lesson 1):</p> <ul style="list-style-type: none"> 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.9-10.9, W.9-10.2.d, RL.9-10.2, W.9-10.9, SL.9-10.1 “The Passionate Shepherd to His Love,” “The Nymph’s Reply to the Shepherd,” “Raleigh was Right” Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Collaborative Brainstorm End-of-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 15% 65% 5%

Materials

- Copies of the Text Analysis Rubric and Checklist 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

5%

Begin by reviewing the agenda and assessed standards for this lesson: RL.9-10.9, and W.9-10.2.d.

In this lesson, students spend the beginning of the class working collaboratively to develop and discuss their ideas about the relationship between the three poems in this unit. In the remainder of the lesson, students craft a brief written response to the End-of-Unit Assessment prompt (“How does Williams draw upon and transform the central ideas established by Marlowe and Raleigh? Cite evidence to support your response.”). Explain to students that this is the End-of-Unit Assessment question.

- ▶ Students look at the agenda.

① Display the assessment prompt for students to see. Remind students of their work with this prompt in 10.1.1 Lesson 6.

- ▶ Students read the assessment and listen.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they revised the statement on their Evidence Collection Tool to reflect the skills outlined in W.9-10.2 and W.9-10.9.

- ▶ Students discuss how they revised the statement on their Evidence Collection Tool to implement standards W.9-10.2 and W.9-10.9.

Activity 3: Collaborative Brainstorm

15%

Display three pieces of chart paper around the room, one for each of the three poems. Write the title, author, and date of publication at the top of each chart, as well as the focusing question:

What is a central idea in this poem? Support your assertion with evidence from the text.

① Consider preparing the chart paper before class begins. Depending on the size of the class, choose to do this activity in duplicate or triplicate, so each group of four is able to work on a poem at a time. Alternatively combine groups of four, but keep the groups small to encourage student participation and for ease of accountability. Consider displaying and reviewing the Speaking and Listening Rubric introduced in 10.1.1 Lesson 3, in order to remind students of the speaking and listening norms and protocols to practice during this activity.

Instruct students to work in their groups of four to write a statement in response to this question, supported with textual evidence. Then, instruct students to move clockwise to the next sheet of chart

paper, read the statement written by the previous group, and write a response. Student groups may agree, disagree, or expand on the statement.

Once they have returned to their original chart paper, ask students to write a conclusion or defense of their original statement. Explain that student groups are responsible for sharing a summary of the “conversation” that developed on their original chart paper.

Instruct students to begin the Collaborative Brainstorm activity.

① Remind students of their work with the Evidence Collection Tool in 10.1.1 Lesson 6.

① Display the directions for this activity for student reference.

- ▶ Students participate in Collaborative Brainstorm.

Activity 4: End-of-Unit Assessment

65%

Instruct students to write a multi-paragraph response to the following prompt:

How does Williams draw upon and transform the central ideas established by Marlowe and Raleigh? Cite evidence to support your response.

Ask students to use the Text Analysis Rubric to guide their written responses.

① Display the prompt for students to see or provide the prompt in hard copy.

- ▶ Students independently answer the prompt using evidence from the text.

🗨 See the High Performance Response at the beginning of this lesson.

Activity 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue their AIR using the language of the focus standard (RI.9-10.1, RL.9-10.1) to guide their reading. Students should come in prepared for a 3–5 minute discussion at the beginning of the next lesson based on the focus standard.

① Display and distribute the homework assignment.

- ▶ Students follow along.

Homework

Continue your AIR using the language of the focus standard to guide your reading. Come in prepared for a 3–5 minute discussion at the beginning of the next lesson based on their focus standard.

Text Analysis Rubric

____/16

Criteria	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Content and Analysis: The extent to which the response conveys complex ideas and information clearly and accurately in order to respond to the task and support an analysis of the text. (W.9-10.2, W.9-10.9, R.9-10.2, R.9-10.5)	Introduce a well-reasoned claim regarding the development of a central idea. Demonstrate a thoughtful analysis of the author's use of specific details to shape and refine the central idea. and/or Demonstrate a thoughtful analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a clear and focused claim regarding the development of a central idea. Demonstrate an appropriate analysis of the author's use of specific details to shape and refine the central idea. and/or Demonstrate an appropriate analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a claim regarding the development of a central idea. Demonstrate a superficial and/or mostly literal analysis of the author's use of specific details to shape and refine the central idea. and/or Demonstrate a superficial and/or mostly literal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	Introduce a confused or incomplete claim. and/or Demonstrate a minimal analysis of the author's use of details to shape and refine the central idea and/or Demonstrate a minimal analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.
Command of Evidence: The extent to which the response presents evidence from the provided text to support analysis. (W.9-10.2.a, W.9-10.9)	Present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis.	Present ideas sufficiently, making adequate use of relevant evidence to support analysis.	Present ideas inconsistently, inadequately, and/or inaccurately in an attempt to support analysis, making use of some evidence that may be irrelevant.	Present little or no evidence from the text.
Coherence, Organization, and Style: The extent to which the response logically organizes complex ideas, concepts, and information using formal style and precise language. (W.9-10.2.b, e, W.9-10.9)	Exhibit logical organization of ideas and information to create a cohesive and coherent response. Establish and maintain a formal style, using precise language and sound structure.	Exhibit acceptable organization of ideas and information to create a coherent response. Establish and maintain a formal style, using appropriate language and structure.	Exhibit inconsistent organization of ideas and information, failing to create a coherent response. Lack a formal style, using language that is basic, inappropriate, or imprecise.	Exhibit little organization of ideas and information. Use language that is predominantly incoherent, inappropriate, or copied directly from the task or text. Are minimal, making assessment unreliable.
Control of Conventions: The extent to which the response demonstrates command of conventions of standard English grammar, usage, capitalization, punctuation, and spelling. (L.9-10.1, L.9-10.2)	Demonstrate control of the conventions with infrequent errors.	Demonstrate partial control of conventions with occasional errors that do not hinder comprehension.	Demonstrate emerging control of conventions with some errors that hinder comprehension.	Demonstrate a lack of control of conventions with frequent errors that make comprehension difficult. Are minimal, making assessment of conventions unreliable.

- A response that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
- A response that is totally copied from the text with no original writing must be given a 0.
- A response that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

Text Analysis Checklist

Assessed Standard: _____

	Does my writing...	✓
Content and Analysis	Introduce a well-reasoned claim regarding the development of a central idea?	<input type="checkbox"/>
	Demonstrate a thoughtful analysis of the author's use of specific details to shape and refine the central idea? and/or Demonstrate a thoughtful analysis of how the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole?	<input type="checkbox"/>
Command and Evidence	Present ideas clearly and consistently, making effective use of specific and relevant evidence to support analysis?	<input type="checkbox"/>
Coherence, Organization, and Style	Exhibit logical organization of ideas and information to create a cohesive and coherent response?	<input type="checkbox"/>
	Establish and maintain a formal style, using precise language and sound structure?	<input type="checkbox"/>
Control of Conventions	Demonstrate control of the conventions with infrequent errors?	<input type="checkbox"/>