English 10 Name:

Mod-1 Unit-1 Lsn-5

**Introduction of new standards for this lesson:**

RL.9-10.9- Analyze how an author draws on and transforms source material in a specific work

(How Williams, Marlowe, and Raleigh draw on each other’s work to create their

own).

W.9-10.2d- Use precise language and domain-specific vocabulary (structure, stanza, line, rhyme

scheme, couplets, end rhyme, annotation) to manage the complexity of the topic.

CCRA.R.5- Analyze the structure of texts, including how specific sentences, paragraphs, and

larger portions of the text 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.

**Look at the standards above. Then answer the following questions:**

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| --- | --- | --- | --- |
| Standard: | What do you notice about this standard? | What is it asking you to be able to do? | What questions does this standard raise for you? If no questions then paraphrase this standard (write in your own words): |
| RL.9-10.9 |  |  |  |
| W.9-10.2d |  |  |  |
| CCRA.R.5 |  |  |  |
| CCRA.R.6 |  |  |  |

1. What is point of view?
2. Standard CCRA.R6 asks you to explain how point of view and purpose shapes the content and style of a text. In this context, what is meant by “text content”?
3. What are examples of “style of text” as seen in Standard CCRA.R6?

**Focus QW for lesson:**

Which of Raleigh’s central ideas does Williams focus on and how does Williams develop this idea?

**Today we will add a new poem to Raleigh and Marlowe’s poems. This poem, by William Carlos Williams, continues the conversation between Raleigh and Marlowe and asks you to explore how Williams’ contemporary voice enters and expands the conversation (central idea of the other two poems).**

1. In your group, read Williams poem “Raleigh was Right” aloud. Then, re-read the poem silently to yourself and annotate the text using the annotation guide (you have a copy of this).
2. When your group is finished annotating the poem, discuss the elements of structure, (repetition, central ideas, line length, alliteration, rhyme scheme, # of lines per stanza, etc.) that you noticed with your group members.

List at least 4 observations your group made:

1. Read “Raleigh Was Right” aloud in your group again. This time, alternate readers at the end of every punctuation mark that indicates the end of a sentence. Briefly jot (write- note form) down what you notice during this activity compared to the Raleigh and Marlowe poems:
2. Look at the title of this poem. What might it reveal about how William Carlos Williams views the original conversation between Marlowe and Raleigh?
3. What might you infer about the purpose of William Carlos Williams’s poem in the context of this conversation he has continued with Marlowe and Raleigh? In other words, if Williams claims Raleigh is right, what can you infer about Williams’s ideas of Marlowe’s poem and how does it support Raleigh’s central idea?
4. Circle repeating word (s) in the **first stanza** of this poem. Why might Williams repeat this word?
5. Who is “us” in the poem? Who is “you”?
6. What is “it” in line 20, and what does “it” suggest about the circumstances of country life?
7. What might these details reveal about a central idea of the poem?

**1st Stanza only** “Raleigh was Right”:

1. What does the opening statement in lines 1-3 suggest about the speaker’s position in relation to the country?
2. What type of adjectives does Williams use to describe the “small violets” (line 4) and what is their effect?
3. Return to “The Passionate Shepherd” poem. 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?
4. How is Williams’s speaker’s claim about what cannot be found in the country a response to Marlowe’s vision of country life?

**2nd Stanza only “Raleigh was Right”:**

1. According to the speaker, what quality of mind is being “[prais(ed)]” (line 8) by the “poets” (line 9)?
2. What is the effect of Williams’s use of “if” in line 16? Hint: Consider what you know about Raleigh’s use of “if” in the first stanza of “The Nymph’s Reply.”
3. What “truth” does the speaker doubt (line 16)?

**3rd Stanza only “Raleigh was Right”:**

1. How does this poem’s response to the invitation of Marlowe’s poem compare to Raleigh’s reply?
2. According to Williams, what was Raleigh right about? Cite evidence from both Raleigh’s and Williams’s poems to connect the central theme:

\*\* Use precise and domain-specific vocabulary:

Identify a central idea of Williams’ poem that is also present in Raleigh’s poem.

Find key details of both texts to connect a central idea of Williams’ poem with the central criticism of Raleigh’s reply, citing evidence from BOTH texts to support your understanding: