Introduction

In this final lesson of the unit, the 10.1.1 End-of-Unit Assessment, students use their analysis of Christopher Marlowe’s “The Passionate Shepherd to His Love,” Sir Walter Raleigh’s “The Nymph’s Reply to the Shepherd,” and William Carlos Williams’s “Raleigh Was Right” to craft a formal multi-paragraph response to the following prompt: How does a shared central idea develop over the course of the three poems from this unit? Using the poems as well as their tools, notes, annotations, and lesson Quick Writes, students write responses using relevant and sufficient evidence to support their analysis. Student responses are assessed using the 10.1.1 End-of-Unit Text Analysis Rubric.

For homework, students continue reading their Accountable Independent Reading (AIR) texts through the lens of focus standard RL.9-10.2 or RI.9-10.1 and prepare for a 3–5 minute discussion of their texts based on that standard. Additionally, students begin reading Ethan Canin’s short story “The Palace Thief,” boxing unfamiliar words and looking up their definitions.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>Description</th>
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<tbody>
<tr>
<td>RL.9-10.2</td>
<td>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.</td>
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<tr>
<td>RL.9-10.9</td>
<td>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).</td>
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</table>
| 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.  
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.  
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
Addressed Standard(s)

None.

Assessment

Assessment(s)

Student learning is assessed via a formal multi-paragraph response. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text:

- How does a shared central idea develop over the course of the three poems from this unit?

The 10.1.1 End-of-Unit Assessment will be assessed using the 10.1.1 End-of-Unit Text Analysis Rubric.

High Performance Response(s)

A High Performance Response should:

- Identify a central idea shared by all three poems (e.g., the relationship between humans and nature).
- Analyze how this shared central idea develops over the course of all three poems.

A High Performance Response may include the following evidence in support of a multi-paragraph analysis:

- In his poem “The Passionate Shepherd to His Love,” Marlowe introduces the central idea of the relationship between humans and nature by establishing the crucial role of the natural world in the shepherd’s invitation to his love. In order to convince his “love” to “come live with” him (Marlowe, line 1), the shepherd promises her many “pleasures” (Marlowe, line 2) found in nature. The shepherd offers beautiful gifts made from natural materials, including “a cap of flowers” (Marlowe, line 11) and enjoyments such as “[s]eeing the shepherds feed their flocks” (Marlowe, line 6). These descriptions create a romantic image of a beautiful countryside in the spring and develop the idea that nature is the perfect setting for love to grow because it provides humans, like the shepherd and his “love” (Marlowe, line 1), with all of the finest comforts and enjoyments.

- In his poem “The Nymph’s Reply to the Shepherd,” Sir Walter Raleigh draws upon and transforms the idealistic imagery in “The Passionate Shepherd to His Love” to develop a more realistic view of the relationship between humans and nature. Told from the point of view of the shepherd’s “love” (Marlowe, line 1), Raleigh’s response to Marlowe’s poem focuses on how time destroys the “pleasures” of the natural world that Marlowe describes (Marlowe, line 2). For example, Marlowe’s shepherd promises “beds of roses / And a thousand fragrant posies” (Marlowe, lines 9–10) in order to persuade his love to come live with him. Raleigh draws upon and transforms this...
imagery by emphasizing the inevitable decay of these gifts in the nymph’s response that “flowers do fade” (“Raleigh, line 9) and “Thy cap, thy kirtle, and thy posies / Soon break, soon wither, soon forgotten: / In folly ripe, in reason rotten” (Raleigh, lines 14–16). The transformation of Marlowe’s imagery of beautiful flowers and lovely garments into dying flowers and decaying items develops Raleigh’s idea that time damages the relationship between humans and nature because the beauty of nature does not last. Raleigh emphasizes the destructive role of time through the nymph’s final rejection of the shepherd’s offer: “But could youth last, and love still breed ... Then these delights my mind might move / To live with thee, and by thy love” (Raleigh, lines 21–24). In Raleigh’s poem, nature is only the ideal setting that Marlowe describes for a short time and the love that the shepherd offers the nymph has a similar expiration date.

- Williams Carlos Williams’s poem, “Raleigh Was Right,” supports and extends Raleigh’s critique of the harmonious relationship between humans and nature in Marlowe’s poem. In “Raleigh Was Right,” the nymph immediately establishes her view that nature cannot provide humans with the harmony and happiness they are looking for, as she declares in the first lines, “We cannot go to the country / for the country will bring us / no peace” (Williams, lines 1–3). In the next stanza, the violets support the nymph’s view by suggesting that the countryside that Marlowe’s shepherd “praise[s]” existed “long ago” (Williams, lines 8, 11–12). They add, “if ever this were true” (Williams, line 16), suggesting that the shepherd’s description of country life is not based in reality. In the third stanza, the nymph points out yet another problem of life in the country when she says, “Empty pockets / make empty heads” (Williams, lines 19–20), suggesting that country life is bleak and barren, rather than full of the “pleasures” Marlowe’s shepherd hopes will persuade his love to join him (Marlowe, lines 2, 19). The speakers in Williams’s poem suggest that the relationship between humans and nature that Marlowe’s shepherd describes in “The Passionate Shepherd to His Love” is not only unsustainable, as Raleigh suggests in “The Nymph’s Reply to the Shepherd,” but never existed in the first place.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
- None.*

Vocabulary to teach (may include direct word work and/or questions)
- None.*

Additional vocabulary to support English Language Learners (to provide directly)
- None.*
*Because this is not a close reading lesson, there is no specified vocabulary. However, in the process of returning to the text, students may uncover unfamiliar words. Teachers can guide students to make meaning of these words using the strategies outlined in L.9-10.4.a-d.

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards &amp; Text:</strong></td>
<td></td>
</tr>
<tr>
<td>• Standards: RL.9-10.2, RL.9-10.9, W.9-10.2.b, d</td>
<td></td>
</tr>
<tr>
<td>• “The Passionate Shepherd to His Love” by Christopher Marlowe; “The Nymph’s Reply to the Shepherd” by Sir Walter Raleigh; “Raleigh was Right” by William Carlos Williams</td>
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<tr>
<td><strong>Learning Sequence:</strong></td>
<td></td>
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<tr>
<td>1. Introduction of Lesson Agenda</td>
<td>1. 5%</td>
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<tr>
<td>2. Homework Accountability</td>
<td>2. 10%</td>
</tr>
<tr>
<td>3. 10.1.1 End-of-Unit Assessment</td>
<td>3. 80%</td>
</tr>
<tr>
<td>4. Closing</td>
<td>4. 5%</td>
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Materials

• Student copies of the 10.1.1 End-of-Unit Assessment (refer to 10.1.1 Lesson 6)
• Student copies of the 10.1.1 End-of-Unit Text Analysis Rubric and Checklist (refer to 10.1.1 Lesson 6)
• Copies of “The Palace Thief” by Ethan Canin for each student

Learning Sequence

<table>
<thead>
<tr>
<th>How to Use the Learning Sequence</th>
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<tbody>
<tr>
<td><strong>Symbol</strong></td>
</tr>
<tr>
<td>10%</td>
</tr>
<tr>
<td>no symbol</td>
</tr>
<tr>
<td>Bold text indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td>Italicized text indicates a vocabulary word.</td>
</tr>
<tr>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

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Activity 1: Introduction of Lesson Agenda 5%

Begin by reviewing the agenda and the assessed standards for this lesson: RL.9-10.2, RL.9-10.9, and W.9-10.2.b, d. In this lesson, students complete the 10.1.1 End-of-Unit Assessment, relying on their reading and analysis of Christopher Marlowe’s “The Passionate Shepherd to His Love,” Sir Walter Raleigh’s “The Nymph’s Reply to the Shepherd,” and William Carlos Williams’s “Raleigh Was Right.” Students write a multi-paragraph response analyzing how a shared central idea develops over the course of the three poems.

› Students look at the agenda.

Activity 2: Homework Accountability 10%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Revise the connecting statement from your 10.1.1 Evidence Collection Tool using well-chosen evidence from the discussion to support your analysis.) Instruct students to talk in pairs about the revisions they made to their connecting statements.

› Student pairs discuss how they revised their connecting statements.

Instruct students to take out any additional materials for the End-of-Unit Assessment, such as their notes, annotations, Quick Writes, and tools, including the 10.1.1 Evidence Collection Tool.

› Students take out their materials for the End-of-Unit Assessment.

› Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.

Activity 3: 10.1.1 End-of-Unit Assessment 80%

Explain to students that because it is a formal writing task, the 10.1.1 End-of-Unit Assessment should include well-organized textual evidence that supports the analysis. Remind students to use proper grammar, capitalization, punctuation, and spelling.

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

How does a shared central idea develop over the course of the three poems from this unit?
Remind students to use the 10.1.1 End-of-Unit Text Analysis Rubric and Checklist to guide their written responses. Ask students to use this unit’s vocabulary, including domain-specific vocabulary, wherever possible in their written responses.

- Students listen and read the prompt.

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

Ask students if they have remaining questions about the assessment prompt.

Review the 10.1.1 End-of-Unit Text Analysis Rubric and Checklist. Remind students to revisit the rubric once they are finished with the assessment to ensure they have fulfilled all the criteria.

- Students review the 10.1.1 End-of-Unit Text Analysis Rubric and Checklist.

Remind students as they write to refer to their notes, tools, and annotated texts from previous lessons.

- Students independently answer the prompt using evidence from the poems.

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

### Activity 4: Closing

Display and distribute the homework assignment. For homework, students should continue to read their AIR texts through the lens of focus standard RI.9-10.1 or RL.9-10.1 and prepare for a 3–5 minute discussion of their texts based on that standard.

Additionally, instruct students to read pages 155–160 of “The Palace Thief” by Ethan Canin (from “I tell this story not for my own honor” to “and therefore I called him to my office”). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in context and write a brief definition above or near the word in the text.

- Students follow along.

1. **Differentiation Consideration:** To support in-class analysis of the text throughout 10.1.2, consider instructing students to read “The Palace Thief” in its entirety for homework.

### Homework

Continue reading your Accountable Independent Reading text through the lens of focus standard RL.9-10.1 or RI.9-10.1 and prepare for a 3–5 minute discussion of your text based on that standard.
Additionally, read pages 155–160 of “The Palace Thief” by Ethan Canin (from “I tell this story not for my own honor” to “and therefore I called him to my office”), and box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.