

11.1.3

Unit Overview

“Anonymity runs in their blood.”

Text(s)	Excerpt from Chapter 3 of <i>A Room of One's Own</i> by Virginia Woolf
Number of Lessons in Unit	8

Introduction

In this unit, students engage with Virginia Woolf's *A Room of One's Own*, building skills for close reading and analysis of nonfiction. Throughout 11.1.3, students learn to approach informational texts by analyzing an author's use of evidence and rhetoric to support her point of view. Students read an excerpt from *A Room of One's Own* that considers what would have happened to a woman of Shakespeare's genius during Shakespeare's time. Woolf poses a hypothetical sister of Shakespeare and uses both specific and more general forms of argument to make the case that the absence of great female writers from this period is an effect of the social pressures brought to bear and the opportunities denied them.

In this unit, students also focus on strengthening their writing as well as building their skills for civil and productive conversation. In both forums, students learn to articulate analysis backed by ample references to the text, while also learning to engage in a critical, democratic dialogue with peers. Students examine previous texts in this module in light of Woolf's essay, developing the critical skill of analysis across texts in order to form a more coherent understanding of the disenfranchised voice, in particular, as represented in literature.

In the Mid-Unit Assessment, students choose two or more central ideas in *A Room of One's Own* and analyze their development and interaction over the course of the text.

In the End-of-Unit Assessment, students craft a multi-paragraph response analyzing the relationship between Woolf's text and the character of Ophelia. Students return to *Hamlet* to look again at Ophelia, this time in conversation with the portion of Woolf's *A Room of One's Own* essay that they have studied.

Literacy Skills & Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive evidence-based conversations about text, specifically around central ideas
- Determine meaning of unknown vocabulary
- Provide an objective summary of the text
- Paraphrase and quote relevant evidence from a text
- Write original evidence-based claims
- Generate and respond to questions in scholarly discourse

Standards for This Unit

CCS Standards: Reading	
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
CCS Standards: Writing	
W.11-12.2.a-f	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,

	<p>organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.9.a, b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).
CCS Standards: Speaking & Listening	
SL.11-12.1.a-e	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 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

	<p>of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>
CCS Standards: Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.4.a	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p>
L.11-12.5.a	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>

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

Unit Assessments

Ongoing Assessment	
Standards Assessed	CCRA.R.9, RL.11-12.3, RI.11-12.2, RI.11-12.3, RI.11-12.6, W.11-12.2.a-f, L.11-12.1, L.11-12.2

Description of Assessment	Varies by lesson but may include: answer text-dependent questions, write informally in response to text-based prompts, revise and strengthen writing through peer- and self-review, participate in group discussion, and present information in an organized and logical manner.
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Mid-Unit Assessment	
Standards Assessed	RI.11-12.2, W.11-12.2.a-f, L.11-12.1, L.11-12.2
Description of Assessment	In the Mid-Unit Assessment, students write a multi-paragraph response to the following prompt: Choose two or more central ideas in <i>A Room of One's Own</i> and analyze their development and interaction over the course of the text.

End-of-Unit Assessment	
Standards Assessed	CCRA.R.9, RL.11-12.3, RI.11-12.2, W.11-12.2.a-f, L.11-12.1, L.11-12.2
Description of Assessment	In the End-of-Unit Assessment, students write a multi-paragraph response to the following prompt: Analyze the relationship between Woolf's text and the character of Ophelia.

Unit-at-a-Glance Calendar

Lesson	Text to be Covered	Learning Outcomes/Goals
1	<i>A Room of One's Own</i> (Chapter 3 excerpt)	In this lesson, students are introduced to the Chapter 3 excerpt from Virginia Woolf's <i>A Room of One's Own</i> , which they study throughout the unit. Students engage in discussion about the similarities and differences between the RL and RI standards. In this lesson, students read the first section of the excerpt and answer questions designed to foster comprehension.
2	<i>A Room of One's Own</i> (Chapter 3 excerpt)	Students continue reading the excerpt from Chapter 3 of <i>A Room of One's Own</i> by Virginia Woolf. In the focus excerpt, students read about how Judith Shakespeare's opportunities contrasted with her brother's, as she was forced to stay at home while he went to London. Students focus on how Woolf develops a central idea in the text, with particular attention to how

Lesson	Text to be Covered	Learning Outcomes/Goals
		her use of language helps to achieve the development of the idea.
3	<i>A Room of One's Own</i> (Chapter 3 excerpt)	In this lesson, students are introduced to RI.11-12.1 and RI.11-12.6. Students focus on Woolf's use of rhetoric to create meaning in her text and advance her argument in the section under discussion from the excerpt of Chapter 3 from <i>A Room of One's Own</i> .
4	<i>A Room of One's Own</i> (Chapter 3 excerpt)	In this lesson, the last before the Mid-Unit Assessment, students read the last paragraph of the excerpt from <i>A Room of One's Own</i> through the lens of a new focus standard: RI.11-12.3. They analyze the interaction of ideas and events and consider how the experiences of a gifted girl such as Judith Shakespeare interact with a central idea in the text.
5	<i>A Room of One's Own</i> (Chapter 3 excerpt)	In this lesson, the Mid-Unit assessment, students compose a multi-paragraph response about the development and interaction of central ideas in the excerpt of <i>A Room of One's Own</i> .
6	<i>A Room of One's Own</i> (Chapter 3 excerpt)	This lesson builds directly on the Mid-Unit Assessment by asking students to analyze the central ideas of Virginia Woolf's text and to discuss the ways in which they develop and interact with the events of the text now that students have had a chance to delve more deeply into the <i>A Room of One's Own</i> excerpt.
7	<i>A Room of One's Own</i> (Chapter 3 excerpt); <i>Hamlet</i> , 4.5, 122–224	In this lesson, students review the central ideas they identified in the excerpt from <i>A Room of One's Own</i> before using those concepts as a lens through which to read an additional excerpt from <i>Hamlet</i> . Students listen to a masterful reading of the excerpt, which centers on Ophelia's descent into madness, before engaging in a class discussion. Following this discussion, students prepare for the End-of-Unit Assessment by using the Cross-Text Evidence Collection Tool on Woolf and Ophelia to collect evidence about the relationship of Ophelia to the ideas expressed by Virginia Woolf in the excerpt from <i>A Room of One's Own</i> .
8	<i>A Room of One's Own</i> (Chapter 3 excerpt); <i>Hamlet</i>	This lesson comprises the End-of-Unit Assessment for 11.1.3. In this lesson, students craft a multi-paragraph response analyzing the relationship between Woolf's text and the character of Ophelia. Students return to <i>Hamlet</i> to look again at Ophelia, this time in conversation with the portion of Woolf's <i>A Room of One's Own</i> essay that they have studied.

Preparation, Materials, and Resources

Preparation

- Read and annotate excerpt from Chapter 3 of *A Room of One's Own*.
- Review the Text Analysis Rubric.
- Review all unit standards and post in classroom.

Materials/Resources

- Copies of the excerpt from Chapter 3 of *A Room of One's Own*
- 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 Text Analysis Rubric and Checklist
- Copies of the Short Response Rubric and Checklist
- Copies of the Speaking and Listening Rubric and Checklist
- Copies of 11.1 Common Core Learning Standards Tool