

11.1.3**Lesson 1****Introduction**

In this lesson, students are introduced to an excerpt from Chapter 3 of Virginia Woolf's *A Room of One's Own*, which they will study throughout the unit. Students are also introduced to RI.11-12.2 and engage in a discussion about the similarities and differences between the RI and RL standards. Throughout the unit, students learn to approach informational texts by analyzing Woolf's arguments and her use of evidence and rhetoric to support her point of view. In this lesson, students listen to a masterful reading of the entire excerpt. They then read the first section of the excerpt and answer questions about the text. Students are assessed on their ability to write an objective summary of the text and determine a central idea introduced in this first section. For homework, students use the list they created in class to classify the different kinds of opportunities that Shakespeare is afforded during his boyhood and his time in London.

Standards

Assessed Standard(s)	
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.
Addressed Standard(s)	
W.11-12.2.b, d, e	<p>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.</p> <p>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.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>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.</p>
W.11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research.

	b. Apply grades 11-12 Reading standards 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 majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).
L.11-12.4.a	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. 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.

Assessment

Assessment(s)
<p>Student learning will be assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.</p> <ul style="list-style-type: none"> Write an objective summary of today’s excerpt and determine a central idea introduced in the text. Cite evidence from the text to support the central idea you identify.
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Offer a concise summary of the excerpt read in the lesson. Identify a central idea of gender roles and the different expectations that surround them. Convey the understanding that Woolf is constructing this scenario to illustrate the different opportunities that would have been available for men and women at the time Shakespeare lived.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> heiress (n.) – a woman who inherits or has a right of inheritance, especially a woman who has inherited or will inherit considerable wealth
Vocabulary to teach (may include direct word work and/or text-dependent questions)
<ul style="list-style-type: none"> escapade (n.) – a reckless adventure or wild prank

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RI.11-12.2, W.11-12.2.b, d, e, W.11-12.9.b, L.11-12.4.a Text: Excerpt of Chapter 3 from <i>A Room of One's Own</i> by Virginia Woolf (pp. 48–52) 	
Learning Sequence: <ol style="list-style-type: none"> Introduction of Lesson Agenda Homework Accountability Masterful Reading Page 48 Reading and Discussion Quick Write Closing 	<ol style="list-style-type: none"> 10% 10% 10% 45% 20% 5%

Materials

- Copies of the 11.1 Common Core Learning Standards Tool (refer to 11.1.1 Lesson 1)
- Copies of the Short Response Checklist and Rubric (refer to 11.1.1 Lesson 1)

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 the assessed standard for this lesson: RI.11-12.2. Explain that students are working with this standard for the first time. Ask students to individually reread standard RI.11-12.2 and assess their familiarity with and mastery of this standard on their 11.1 Common Core Learning Standards Tool.

- ▶ Students read standard RI.11-12.2 and assess their familiarity with it.

Ask students to reread standard RI.11-12.2 and form pairs to discuss the similarities and differences between this standard and today's standard.

- ▶ Students form pairs to discuss the two standards.
- 💬 The standards are almost identical in asking students to determine central ideas and how they interact. In the literature standard, the interaction produces a "complex account," whereas in the informational standard, the interaction produces a "complex analysis," which shows the different purposes of literary and informational texts. Also, the literature standard includes themes as well as central ideas.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they can apply their focus standard, RI/RL.11-12.5, to their Accountable Independent Reading (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 share how they applied their focus standard (RI/RL.11-12.5) to their AIR text from the previous lesson's homework.

Activity 3: Masterful Reading

10%

Provide context for Virginia Woolf's essay, *A Room of One's Own*. Explain that it was a lecture, and this excerpt is a small part of it. Point out that the title refers to the need for women writers to have at the least a room of their own and the privacy, time, and material support necessary to produce literature. This section contains a famous thought experiment about what may have happened if Shakespeare had a sister.

Have students listen to a masterful reading of the entire excerpt from Chapter 3, pages 48–52, from "Be that as it may, I could not help thinking" to "Anonymity runs in their blood." Instruct students to focus on their initial reactions and questions as they read.

- ▶ Students follow along, reading silently.

Instruct students to share out their initial reactions and questions.

- ① Consider recording students' questions on chart paper or the board to refer to throughout the unit, as students discover answers to their questions.

Activity 4: Page 48 Reading and Discussion

45%

Direct students to reread the selected passage, from “Be that as it may, I could not help thinking.” to “— and the elements of grammar and logic” on p. 48 and annotate for a central idea in the text.

Remind students that annotating helps them keep track of evidence they will use later in the Mid-Unit Assessment and Performance Assessment, which focuses on the development of central ideas. Explain that annotation supports students' engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.

Then, in small groups, students answer the following questions:

Paraphrase Woolf's argument beginning with “It would have been impossible.” What words does Woolf use in this sentence to emphasize her argument?

- ☞ Woolf thinks that a woman in Shakespeare's time could not have written his works. The words “impossible” and “completely” and “entirely” create a strong emphasis and make it clear what her argument is.

Look at the sentence that begins with “Let me imagine, since the facts are so hard to come by.” What is Woolf going to imagine in this essay? Why does she need to imagine it?

- ☞ Woolf is going to imagine the life of a sister of Shakespeare's to examine what might have happened to her. She needs to imagine it because there are so few facts available about women in Shakespeare's time.

Ask students to reread the final part of today's excerpt from “He was, it is well known, a wild boy” to “his extraordinarily gifted sister, let us suppose, remained at home” on p. 48 and answer the following questions in their small groups.

What *escapade* sent Shakespeare “to seek his fortune in London?”

- ☞ His getting a woman pregnant and marrying her.

What is your understanding of the meaning of the word *escapade* from this sentence?

💬 It means “a reckless adventure or wild prank.”

① Consider drawing students’ attention to their application of standard L.11-12.4.a, through the process of using context to make meaning of a word.

Bring the class together to discuss the following questions.

What experiences did Shakespeare have in London?

💬 He quickly got work. He lived at the hub of the universe. He practiced his art. He exercised his wits. He even got access to the queen.

What word choices does Woolf make to explain Shakespeare’s lifestyle? What overall impression does this convey?

💬 “very soon he got work,” “successful,” “meeting everybody,” “knowing everybody.” It gives the impression of quick success.

How does Woolf immediately contrast the experience of Shakespeare’s sister with that of Shakespeare’s?

💬 The word “meanwhile” is clear that it is setting up a contrast. It only says, “she stayed at home,” which we know means that she didn’t go to London.

Activity 5: Quick Write

20%

Instruct students to respond briefly in writing to the following prompt, using significant and relevant evidence, precise language, and a formal style and objective tone:

Write an objective summary of today’s excerpt and determine a central idea introduced in the text. Cite text evidence to support the central idea you identify.

Remind students to look at their text and notes to find evidence and to use the Short Response Checklist and Rubric to guide their written responses.

- ▶ Students listen and read the Quick Write prompt.

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 complete a writing assignment in which they use the notes made in class to classify the opportunities that Shakespeare had at home and in London according to the following categories: Work, Family, Education, Relationships, and Entertainment. They may also use any other classifications they deem appropriate, with a reason for why they are categorizing it in that way.

- ▶ Students follow along.

Homework

Using the list you made in class, classify the opportunities that Shakespeare had at home and in London according to the following categories: Work, Family, Education, Relationships, and Entertainment. You may also use any other classifications you deem appropriate, with a reason for why you are categorizing it in that way.