

## 11.1.3

## Lesson 2

## Introduction

Students continue reading the excerpt from Chapter 3 of *A Room of One's Own* by Virginia Woolf, from “She was as adventurous, as imaginative, as agog” to “if a woman in Shakespeare’s day had had Shakespeare’s genius” (pp. 48–50). In this 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 are assessed on their ability to recognize how Woolf further develops a central idea through her use of language and through a comparison of Judith Shakespeare to her brother. For homework, students look more closely at how Woolf uses language effectively to make meaning in her writing. By beginning to focus on Woolf’s use of language in detail, students prepare for the next lesson when they look at Woolf’s rhetorical strategies for developing her argument. This lesson prepares students for the Mid-Unit Assessment, which asks students to analyze the development of two or more central ideas over the course of the text.

## 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.11-12.9.b	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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., The Federalist, presidential addresses]”).</p>

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>
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## 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"> <li>How does Woolf’s comparison of Shakespeare to his sister further develop and build upon a central idea introduced in the previous lesson’s reading?</li> </ul>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> <li>Identify a central idea that Judith Shakespeare does not have as much opportunity as her brother because of the different gender roles to which they are expected to conform, including those within the family.</li> <li>Describe how Woolf makes direct, negative comparisons between Judith’s situation and Shakespeare’s opportunities in London, imagining other scenarios that might have befallen Judith, including forced relations with men, to further develop the contrast between her and Shakespeare.</li> </ul>

## Vocabulary

Vocabulary to provide directly (will not include extended instruction)
<ul style="list-style-type: none"> <li>agog (adj.) – highly excited by eagerness, curiosity, anticipation, etc.</li> </ul>
Vocabulary to teach (may include direct word work and/or questions)
<ul style="list-style-type: none"> <li>betrothed (adj.) – engaged to be married</li> </ul>

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RI.11-12.2, W.11-12.9.b, L.11-12.4.a</li> <li>Text: Excerpt from Chapter 3 of <i>A Room of One's Own</i> by Virginia Woolf (pp. 48–50)</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>Introduction of Lesson Agenda</li> <li>Homework Accountability</li> <li>Pages 48–50 Reading and Discussion</li> <li>Quick Write</li> <li>Closing</li> </ol>	<ol style="list-style-type: none"> <li>5%</li> <li>10%</li> <li>60%</li> <li>20%</li> <li>5%</li> </ol>

## Materials

- Student copies of the Short Response Rubric and Checklist (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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<i>Italicized text indicates a vocabulary word.</i>
►	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ℹ	Indicates instructional notes for the teacher.

### Activity 1: Introduction of Lesson Agenda

5%

Review the agenda and share the assessed standard for this lesson: RI.11-12.2. In this lesson, students continue reading “Shakespeare’s Sister” by Virginia Woolf, focusing on the development of central ideas and how her use of language supports this development.

- ▶ Students review agenda.

## Activity 2: Homework Accountability

**10%**

Instruct students to talk in pairs about how they categorized the opportunities William Shakespeare had in London, according to Woolf.

☛ Student responses may include the following:

- Work: Shakespeare held horses at the stage door, worked inside the theater, practiced his art on the boards.
- Family: Shakespeare married a woman and got her pregnant.
- Education: Shakespeare went to grammar school.
- Relationships: Shakespeare met everybody, knew everybody, and got access to the Queen.
- Entertainment: Shakespeare poached rabbits, shot a deer, exercised his wits on the street.

## Activity 3: Pages 48–50 Reading and Discussion

**60%**

Ask students to form small groups to read the focus excerpt: “She was as adventurous, as imaginative, as agog ... if a woman in Shakespeare’s day had had Shakespeare’s genius” (pp. 48–50) and annotate for central ideas.

- ① If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.
- ① Define the word *agog* for students as “highly excited by eagerness, curiosity, and anticipation.”

Remind students that annotations identify evidence that they may use later in the Mid-Unit Assessment and Performance Assessment, which focus on the development of central ideas. Annotation supports students’ engagement with W.11–12.9.b, which addresses the use of textual evidence in writing.

Instruct students to answer the following questions in their groups:

**What is the attitude Judith’s parents’ take toward her education and how does it contrast with their attitude toward Shakespeare’s education?**

- ☛ Judith was “not sent to school.” Her parents come in and stop her reading and make her do housework instead. Shakespeare, on the other hand, was sent to school.

**Why do Judith’s parents act this way towards her?**

- They know that she does not have the same opportunities in life as her brother and do not want her to be disappointed: “they knew the conditions of life for a woman and loved their daughter” (p. 49).

**What was Judith “careful to hide” or “set fire to” (p. 49)? Why did Judith do these things?**

- She was careful to hide or set fire to her writing. Judith was trying to hide her writing from her parents because they disapproved.

**Reading from “Soon, however, before she was out of her teens” to “she was severely beaten by her father” (p. 49), determine what *betrothed* means.**

- It means “engaged to be married.”

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

**Describe the involvement of Judith and William Shakespeare’s parents in each of their young lives.**

- The author does not describe the parents as demanding William to do anything, and they do not seem to be a factor in his actions. In contrast, they are involved in many aspects of Judith’s life, from whether she should read to whom she should marry.

① **Differentiation Consideration:** If students struggle, consider asking the following scaffolding question:

**What were the circumstances of Shakespeare’s marriage and how do these circumstances differ from how his sister was betrothed?**

- Shakespeare had to marry only after he got a woman pregnant, while Judith was forced by her parents to marry.

**What does Woolf mean by, “The force of her gift alone drove her to it”?**

- She means that her ability and her desire to write were so strong that she disobeyed her father with regard to marriage and packed her bags to go to London.

**How does Judith’s experience of trying to get in the theater contrast with her brother’s?**

- “Men laughed in her face,” while Shakespeare “very soon ... got work in the theater” (p. 48).

**How does Woolf characterize the theater manager? What words point you to this understanding?**

- It is a negative portrait. He is “fat, loose-lipped.” Also, the words “guffaw” and “bellow” imply he was loud. Finally, he compares women in the theater to poodles dancing, which demonstrates that he considers it impossible that women should be in the theater (p. 48).

**What do you think Woolf means by “he hinted—you can imagine what”?**

- Perhaps she means he hinted at sex.

**How do Woolf’s characterizations of Nick Green, her father, and the theater manager relate a central idea of the text?**

- These men all demand of Judith that she perform the duties of a woman rather than pursue her dream and gift. This relates the central idea that Judith is inhibited by her role as a woman during this time.

**What finally is she driven to do? Why does she commit this act?**

- She kills herself because she is denied the ability to use her gift and also because she finds herself pregnant outside of marriage.

**How does the use of the words “caught” and “tangled” in this phrase create meaning and add beauty to the text: “who shall measure the heat and violence ... tangled in a woman’s body”?**

- These words show that because Judith was a woman, she could not express herself and her gift becomes something that is trapped and causes her anguish. The beauty comes from Woolf’s use of powerful imagery: describing a woman’s body into a trap and creating a parallel with the heat and violence of the poet’s heart.

## Activity 4: Quick Write

20%

Instruct students to respond briefly in writing to the following prompt:

**How does Woolf’s comparison of Shakespeare to his sister further develop a central idea introduced in the previous lesson’s reading?**

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

Transition students to the independent Quick Write.

- Students independently answer the prompt using evidence from the text.
- See the High Performance Response at the beginning of this lesson.

## Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to choose one moment from this lesson's focus excerpt and analyze Woolf's use of language to describe the characters and their actions in that moment. How do her word choices impact the meaning and tone of the text?

- ▶ Students follow along.

## Homework

Choose one moment from this lesson's focus excerpt: "She was as adventurous, as imaginative, as agog" to "if a woman in Shakespeare's day had had Shakespeare's genius" (pp. 48–50) and analyze Woolf's use of language to describe the characters and their actions in that moment. How do her word choices impact the meaning and tone of the text?