

11.1.3

Lesson 5

Introduction

In this lesson, the Mid-Unit Assessment, students complete a multi-paragraph response analyzing the development and interaction of two or more central ideas in an excerpt of Chapter 3 of *A Room of One's Own*. This Mid-Unit Assessment prepares students for the Performance Assessment at the end of the module in which they are asked to discuss the development and interaction of central ideas across all three module texts. For homework, students continue with their AIR through the lens of their focus standard (RI.11-12.6 or RL.11-12.6).

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.
W.11-12.2.a-f	<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> <ol style="list-style-type: none"> Introduce a topic; organize 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. 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. 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. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms 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).
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.
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 majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>

Assessment

Assessment(s)
<p>Mid-Unit Assessment: Student learning for the first part of the unit will be assessed via a multi-paragraph response to the following prompt.</p> <ul style="list-style-type: none"> 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. <p>① Student responses are evaluated using the Text Analysis Rubric.</p>
High Performance Response(s)
<p>A High Performance Response should:</p> <ul style="list-style-type: none"> Identify two or more central ideas in the excerpt, such as gender roles, family roles and family duty, voice, expectations of female chastity and anonymity, madness, etc. Demonstrate how these central ideas develop and interact over the course of the text. <p>A High Performance Response may include the following evidence in support of a multi-paragraph analysis. The text is dense and rich in ideas, so high performance responses may vary widely:</p> <ul style="list-style-type: none"> The story of Judith Shakespeare reveals how the central ideas of gender roles and voice are linked. Woolf begins by highlighting the different familial expectations of Shakespeare and his sister Judith, and goes on to show how imbalance dictates Judith Shakespeare's choices. Unlike her

brother, she is constantly at the mercy of others, be it the will of her father, the manager of the theater, or Nick Greene. Throughout the piece, Woolf emphasizes this lack of voice by stating with considerable force on numerous occasions how “impossible” it would be for a gifted woman like Shakespeare’s sister to write the plays of Shakespeare.

- In the excerpt from *A Room of One’s Own*, Woolf links the central ideas of gender roles and madness. She highlights Judith Shakespeare’s powerlessness in a male-dominated society, and suggests her fate is the inevitable result of “the heat and violence of a poet’s heart when caught and tangled in a woman’s body” (p. 50). She then goes on to suggest that women historically considered mad may well simply have been suffering from the frustration of their genius. She claims in the first sentence of the final paragraph, “any woman born with a great gift in the sixteenth century would certainly have gone crazed” (p. 51).
- Woolf links the ideas of chastity and anonymity with the madness and misery that she claims would be the inevitable result for a gifted woman in Shakespeare’s time. The concepts of chastity and anonymity as key virtues of women create a split within a gifted woman whose gift drives her to write and publish but whose instincts, implanted and encouraged by society, drive her to seek anonymity. She cites as examples the decision of Charlotte Brontë, George Eliot, and George Sand to write under an assumed name, and points to their works as examples of the “inner strife” of being a woman in a society that demands that women be chaste.

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- None.*

Vocabulary to teach (may include direct word work and/or questions)

- 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 by following the protocols described in 1E of this document

http://www.engageny.org/sites/default/files/resource/attachments/9-12_ela_prefatory_material.pdf.

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.a-f, L.11-12.1, L.11-12.2, W.11-12.9.b Text: <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 Mid-Unit Assessment Closing 	<ol style="list-style-type: none"> 5% 10% 80% 5%

Materials

- Student copies of the Text Analysis Rubric (See 11.1.1 Lesson 7)
- Copies of the Mid-Unit Assessment Sheet for each student

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

5%

Begin by reviewing the agenda and assessed standards for this lesson: RI.11-12.2, W.11-12.2.a-f, L.11-12.1, and L.11-12.2. In this lesson, students participate in small group discussions in which they gather and organize ideas and evidence. They then complete the Mid-Unit Assessment in which they use

textual details from the excerpt from *A Room of One's Own* to craft a multi-paragraph essay about the development and interaction of two or more central ideas from Woolf's text.

- ▶ Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to talk in pairs about how they can apply their focus standard (RI.11-12.6 or RL.11-12.6) to their 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.11-12.6 or RL.11-12.6) to their AIR text from the previous lesson's homework.

Instruct students to take out their materials for the Mid-Unit Assessment, including the objective summaries of the essay with corresponding evidence that they produced of the text.

- ▶ Students take out their materials for the Mid-Unit Assessment.
- ① Students demonstrate completion of their homework by having all of their materials organized and accessible for the assessment.
- ① The materials should include the annotated text, all lesson Quick Writes, objective summaries, Reflective Writing Assignments, and all discussion notes.

Instruct students to form a new pair and to share the central ideas and supporting evidence that they identified for the previous night's homework.

- ▶ Students in pairs discuss the central ideas and supporting evidence.
- 🗣 Student responses may include:
 - Gender roles
 - Family roles/family duty
 - Chastity/anonymity
 - Madness/inner strife
 - Voice
- ① If further scaffolding is needed before students complete the Mid-Unit Assessment, this can be done through a class conversation about central ideas. This activity could be structured in a number of ways: one possibility is through a class discussion of central ideas; another is for students to map or

visually represent the development of central ideas. In this case, different colored markers could be used to represent different central ideas.

Activity 3: Mid-Unit Assessment

80%

Explain to students that because it is a formal writing task, the Mid-Unit Assessment should include an introductory statement, well-organized ideas supported by significant and relevant evidence, and a concluding statement or section that articulates the significance of the topic. Remind students to use domain-specific vocabulary, as well as proper grammar, capitalization, punctuation, and spelling to achieve a formal style and objective tone.

Instruct students to use their own notes and annotations to write a multi-paragraph response to the following prompt:

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.

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

Remind students to use the Text Analysis Rubric to guide their written responses.

Give students the remaining class period to write.

- ▶ Students independently answer the prompt using evidence from the text.

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

① Circulate around the room and offer non-content support as needed.

① Students who finish early can read their AIR text.

Collect essays before the end of the lesson.

- ▶ Students submit the Mid-Unit Assessment.

Activity 4: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to continue to read their AIR through the lens of their focus standard (RI.11-12.6 or RL.11-12.6) and prepare for a 3–5 minute discussion of their texts based on that standard.

- ▶ Students follow along.

Homework

Continue reading your AIR text through the lens of the assigned focus standard (RI.11-12.6 or RL.11-12.6) and prepare for a 3–5 minute discussion of your text based on that standard.

Mid-Unit Assessment (11.1.3 Lesson 5)

Text-Based Response

Your Task: Rely on your reading and analysis of pp. 48–52 of *A Room of One's Own* to write a well-developed response to the following prompt:

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.

Your writing will be assessed using the Text Analysis Rubric.

Guidelines

Be sure to:

- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCLS: RI.11-12.2, W.11-12.2, L.11-12.1, L.11-12.2

Commentary on the Task:

This task measures RI.11-12.2 because it demands that students:

- 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 produce a complex account.

This task measures W.11-12.2 because it demands that students:

- 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.

This task measures L.11-12.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing.

This task measures L.11-12.2 because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.