11.1.3 Lesson 1

Introduction

In this first lesson of the unit, students begin reading the text for this unit, Virginia Woolf’s *A Room of One’s Own*. In this 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 read and analyze an excerpt from chapter 3 on page 48 of *A Room of One’s Own* (from “Be that as it may, I could not help thinking” to “his extraordinarily gifted sister, let us suppose, remained at home”), in which Woolf introduces the character of Shakespeare’s sister and imagines what youth would have been like for William Shakespeare and his sister. Student learning is assessed via a Quick Write at the end of the lesson: Write an objective summary of page 48 of *A Room of One’s Own* and determine a central idea introduced in the text. Cite evidence from the text to support the central idea you identify.

For homework, students use the notes they made in class to list and classify the opportunities that Shakespeare had at home and in London according to the following categories: Work, Family, Education, Relationships, and Entertainment. Students may also use any other classifications they deem appropriate, explaining why they categorized in that way.

Standards

<table>
<thead>
<tr>
<th>Assessed Standard(s)</th>
<th>RI.11-12.2</th>
<th>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.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Addressed Standard(s)</th>
<th>W.11-12.2.b, d, e</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>d.</td>
<td>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</td>
</tr>
</tbody>
</table>
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.

| 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., The Federalist, presidential addresses]”). |
| L.11-12.4.a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, 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)**

Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- Write an objective summary of page 48 of *A Room of One’s Own* and determine a central idea introduced in the text. Cite evidence from the text to support the central idea you identify.

Throughout this unit, Quick Writes will be assessed using the Short Response Rubric.

**High Performance Response(s)**

A High Performance Response should:

- Provide a concise summary of the excerpt (e.g., On page 48, Virginia Woolf claims, “it would have been impossible, completely and entirely for any woman to write the plays of Shakespeare in the age of Shakespeare” (p. 48). In order to support her claim, Woolf imagines a “wonderfully gifted sister” (p. 48) of Shakespeare and names her Judith. Woolf then describes Shakespeare’s youth: he studied the classics at grammar school, was “a wild boy” (p. 48) who “had, rather sooner than he should have done, to marry a woman in the neighborhood, who bore him a child rather quicker than was right” (p. 48). In other words, Shakespeare conceived a child out of wedlock and married the child’s mother quickly before leaving to “seek his fortune” (p. 48) in the theaters of London. Soon he was a success, “even getting access to the palace of the queen” (p. 48). Woolf ends the story of Shakespeare’s youth by returning to his “extraordinarily gifted sister” (p. 48) who
“remained at home” (p. 48) while her brother was becoming a success in London.

- Identify a central idea in the text (e.g., gender roles).
- Cite evidence from the text to support the central idea (e.g., Virginia Woolf constructs the fictional existence of Shakespeare’s sister Judith to make it clear that even if a woman was “extraordinarily gifted” (p. 48), she would have “remained at home” (p. 48) while her brother went to school and then London to become a success in theater. Woolf introduces the central idea of gender roles by contrasting Shakespeare’s freedom and opportunities with his sister’s confinement at home.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)
- 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 questions)
- escapade (n.) – a reckless adventure or wild prank

Additional vocabulary to support English Language Learners (to provide directly)
- poached (v.) – hunted illegally
- hub (n.) – the central or most active part or place

Lesson Agenda/Overview

<table>
<thead>
<tr>
<th>Student-Facing Agenda</th>
<th>% of Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards &amp; Text:</td>
<td></td>
</tr>
<tr>
<td>• Standards: RI.11-12.2, W.11-12.2.b, d, e, W.11-12.9.b, L.11-12.4.a</td>
<td></td>
</tr>
<tr>
<td>• Text: <em>A Room of One’s Own</em> by Virginia Woolf, Chapter 3, page 48 (Masterful Reading: pages 48–52)</td>
<td></td>
</tr>
</tbody>
</table>

① In order to provide initial context, the masterful reading extends beyond the pages students read and discuss during the lesson.

Learning Sequence:
1. Introduction of Lesson Agenda 1. 10%
2. Homework Accountability 7. 10%
3. Masterful Reading 8. 15%
4. Reading and Discussion 9. 45%
5. Quick Write
6. Closing

10. 15%

11. 5%

Materials

- Copies of *A Room of One’s Own* for each student
- Student copies of the 11.1 Common Core Learning Standards Tool (refer to 11.1.1 Lesson 1)
- Copies of the Central Ideas Tracking Tool for each student
- Student copies of the Short Response Rubric and Checklist (refer to 11.1.1 Lesson 1)

Learning Sequence

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Type of Text &amp; Interpretation of the Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Percentage indicates the percentage of lesson time each activity should take.</td>
</tr>
<tr>
<td>no symbol</td>
<td>Bold text indicates questions for the teacher to ask students.</td>
</tr>
<tr>
<td></td>
<td><em>Italicized text indicates a vocabulary word.</em></td>
</tr>
<tr>
<td>▸</td>
<td>Indicates student action(s).</td>
</tr>
<tr>
<td>◼</td>
<td>Indicates possible student response(s) to teacher questions.</td>
</tr>
<tr>
<td>❁</td>
<td>Indicates instructional notes for the teacher.</td>
</tr>
</tbody>
</table>

Activity 1: Introduction of Lesson Agenda

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.2. In this unit, students analyze an excerpt from chapter 3 of *A Room of One’s Own* by Virginia Woolf. In this lesson, students consider how Woolf introduces a central idea in the first paragraph of the excerpt.

▸ Students look at the agenda.

Instruct students to take out their copies of the 11.1 Common Core Learning Standards Tool. Inform students that in this lesson they begin to work with two new standards: RI.11-12.2 and W.11-12.9.b. Instruct students to individually read the standards on their tools and assess their familiarity with and mastery of them.

▸ Students read and assess their familiarity with standards RI.11-12.2 and W.11-12.9.b.

Ask students to reread standard RL.11-12.2 and form pairs to discuss the similarities and differences between RL.11-12.2 and RI.11-12.2.
The standards are almost identical in that they ask students to determine central ideas and how the ideas 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.

Ask students to reread standard W.11-12.9.a and discuss in pairs the similarities and differences between W.11-12.9.a and W.11-12.9.b.

The standards are almost identical in that they ask students to gather evidence from texts to support analysis, reflection, and research. The only difference is that W.11-12.9.a is about gathering evidence from literature and W.11-12.9.b is about gathering evidence from informational texts.

**Activity 2: Homework Accountability**

10%

Instruct students to talk in pairs about how they applied focus standard RL.11-12.5 or RI.11-12.5 to their Accountable Independent Reading (AIR) texts. Lead a brief share out on the previous lesson’s AIR homework assignment. Select several students (or student pairs) to explain how they applied focus standard RL.11-12.5 or RI.11-12.5 to their AIR texts.

- Students (or student pairs) discuss and share how they applied the focus standard to their AIR texts from the previous lesson’s homework.

**Activity 3: Masterful Reading**

15%

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. Inform students that the title refers to the need for women writers to have at 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 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.

- Students follow along, reading silently.

Instruct students to share out their initial reactions and questions.

- Consider recording students’ questions on chart paper or on the board to refer to throughout 11.1.3, as students discover answers to their questions.
Differentiation Consideration: Consider posting or projecting the following to support students in their reading throughout this lesson:

How does Virginia Woolf develop a central idea on page 48?

**Activity 4: Reading and Discussion 45%**

Distribute the Central Ideas Tracking Tool. Instruct students to form groups. Post or project each set of questions below for students to discuss. Instruct students to annotate the text for central ideas, using the annotation code CI, as they read and discuss.

- This focused annotation supports students’ engagement with W.11-12.9.b, which addresses the use of textual evidence in writing.
- Remind students to use the Central Ideas Tracking Tool to record central ideas they identify and discuss.

Instruct students to individually reread the passage on page 48 from “Be that as it may, I could not help thinking” to “—and the elements of grammar and logic,” and then answer the following questions in their groups before sharing out with the class.

Provide students with the following definition: *heiress* means “a woman who inherits or has a right of inheritance, especially a woman who has inherited or will inherit considerable wealth.”

- Students may be familiar with this word. Consider asking students to volunteer a definition before providing one to the group.
  - Students write the definition of *heiress* on their copies of the text or in a vocabulary journal.

Paraphrase Woolf’s claim beginning with “It would have been impossible” (p. 48). What words does Woolf use in this sentence to emphasize her claim?

- Woolf claims that a woman in Shakespeare’s time could not have written his works. The words “impossible” (p. 48) and “completely” (p. 48) and “entirely” (p. 48) create a strong emphasis and make it clear what her claim is.

Reread the sentence that begins with “Let me imagine, since the facts are so hard to come by” (p. 48). What will Woolf imagine in this essay? Why does she need to imagine it?

- Woolf will imagine the life of Shakespeare’s sister in order to examine what might have happened to her. Woolf needs to imagine the sister’s life because “the facts” about women in Shakespeare’s time “are so hard to come by” (p. 48), in other words, the facts are difficult to find.
Lead a brief whole-class discussion of student responses.

Instruct students to individually reread the passage on page 48 from “He was, it is well known, a wild boy” to “his extraordinarily gifted sister, let us suppose, remained at home,” and answer the following questions in their groups before sharing out with the class.

1. Differentiation Consideration: Consider providing students with the following definitions: *poached* means “hunted illegally” and *hub* means “the central or most active part or place.”
   - Students write the definitions of *poached* and *hub* on their copies of the text or in a vocabulary journal.

What “escapade” sent Shakespeare “to seek his fortune in London” (p. 48)?
   - Shakespeare went to “seek his fortune in London” because he married “a woman in the neighborhood ... rather sooner than he should have,” and she “bore him a child rather quicker than was right” (p. 48). In other words, Shakespeare had to go to London to get a job because he conceived a child out of wedlock and needed to support his new wife and child.

What is your understanding of the meaning of the word *escapade* (p. 48) from this sentence?
   - The word *escapade* 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.

What experiences did Shakespeare have in London?
   - Shakespeare quickly got work. He “lived at the hub of the universe” (p. 48), meaning the center of his society’s world. He “practis[ed] his art” and “exercis[ed] his wits,” or used his mind, and he even got “access to the queen” (p. 48).

What word choices does Woolf make to describe Shakespeare’s lifestyle? What overall impression does this convey?
   - The word choices “[v]ery soon he got work,” “successful,” “meeting everybody,” and “knowing everybody” (p.48) give the impression of quick success.

How does Woolf immediately contrast the experience of Shakespeare’s sister with the experience of Shakespeare?
   - The word “[m]eanwhile” clearly sets up a contrast as does the clipped sentence: “his extraordinarily gifted sister, let us suppose, remained at home” (p. 48). The short, unexciting
sentence emphasizes the confinement Judith experienced in contrast to Shakespeare’s freedom and opportunities.

What central idea does Woolf introduce through the contrast between Shakespeare and his sister?

- The contrast between the lives of Judith and William Shakespeare develops the central idea of gender roles because while William was “a wild boy” who eventually went to London and quickly found success in theater, Judith simply “remained at home” (p. 48).

Consider defining gender roles as “society’s expectations of how men and women should behave and what types of lives they are allowed to lead” and explain that students may use the term gender roles to describe similar ideas developed across the module 11.1 texts.

Lead a brief whole-class discussion of student responses.

Activity 5: Quick Write

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

Write an objective summary of page 48 of A Room of One’s Own and determine a central idea introduced in the text. Cite text evidence from the text to support the central idea you identify.

Instruct students to use significant and relevant evidence, domain-specific vocabulary, a formal style and objective tone. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

- Students listen and read the Quick Write prompt.

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

Transition 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 6: Closing

Display and distribute the homework assignment. For homework, instruct students to use the notes made in class to list and classify the opportunities that Shakespeare had at home and in London according to the following categories: Work, Family, Education, Relationships, and Entertainment. Students may also use any other classifications they deem appropriate, explaining why they categorized in that way.
Students follow along.

Homework

Use the notes you made in class to list and 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, explaining why you categorized in that way.
**Central Ideas Tracking Tool**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Directions:** As you read, record evidence of central ideas as well as explanations of how the evidence is connected and/or demonstrates the development of the central ideas in the text.

**Text:**

<table>
<thead>
<tr>
<th>Page #</th>
<th>Central Ideas</th>
<th>Evidence, Connections, and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© 2015 Public Consulting Group. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. http://creativecommons.org/licenses/by-nc-sa/3.0/
**Model Central Ideas Tracking Tool**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
<th>Date:</th>
</tr>
</thead>
</table>

**Directions:** As you read, record evidence of central ideas as well as explanations of how the evidence is connected and/or demonstrates the development of the central ideas in the text.

**Text:** A Room of One's Own by Virginia Woolf

<table>
<thead>
<tr>
<th>Page #</th>
<th>Central Ideas</th>
<th>Evidence, Connections, and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 48</td>
<td>Gender roles</td>
<td>Woolf introduces the central idea of gender roles: “it would have been impossible, completely and entirely, for any woman to have written the plays of Shakespeare in the age of Shakespeare” (p. 48) because of how rigid gender roles and expectations were.</td>
</tr>
<tr>
<td>Page 48</td>
<td>Gender roles</td>
<td>Woolf constructs the fictional existence of Shakespeare's sister Judith to make it clear that even if a woman was “extraordinarily gifted” (p. 48), she would have “remained at home” (p. 48) while her brother went to school and then London to become a success in theater. Woolf introduces the central idea of gender roles by contrasting Shakespeare’s freedom and opportunities with his sister’s confinement at home.</td>
</tr>
</tbody>
</table>