

Common Core Learning Standards:

CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

“Not all words fit to their meanings. Sometimes, what is said is not meant and what is meant is left unsaid.”

Aim: In what ways does Virginia Woolf use rhetoric to convey her tone?

Do Now: Review through sentence expansions and appositives.

Sentence kernel: She killed herself.

Who?

When?.....

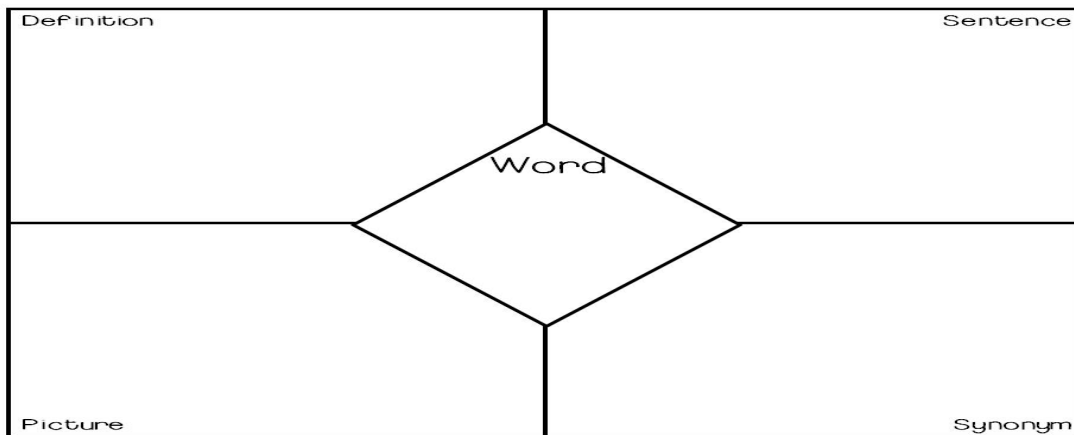
Why? b/c.....

Expanded sentence: _____

Appositive: Nick Green, _____, is the father of her unborn baby.

Key Vocabulary Terms:

<p>Rhetoric (n.) - refers to the specific techniques that writers or speakers use to create meaning in a text, enhance a text or a speech, and in particular, persuade readers or listeners; these include rhetorical question and irony</p> <p>Rhetorical Question (n.) – a question that is act only for effect, and not to be answered</p> <p>Irony (n.) – when something happens that is the opposite of what is expected (situational irony) or something is said that is the opposite of what is expected (verbal irony/sarcasm)</p> <p>Tone (n.) – than author’s attitude toward a subject</p> <p>Servile (adj.) – someone who serves another or is considered inferior to another</p> <p>Ducked (v.) – plunged or dipped in water</p> <p>Dashed (v.) – struck or smashed violently, especially so as to break to pieces</p> <p>Anon (n.) – anonymous, unnamed, unknown</p>
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Meaningful Engagement Activity: After re-reading the following excerpt, provide your Personal Response AND Text-Based Evidence for each question.

[5] But for my part, I agree with the deceased bishop, if such he was—it is unthinkable that any woman in Shakespeare’s day should have had Shakespeare’s genius. For genius like Shakespeare’s is not born among labouring, uneducated, servile people. It was not born in England among the Saxons and the Britons. It is not born to-day among the working classes. How, then, could it have been born among women whose work began, according to Professor Trevelyan, almost before they were out of the nursery, who were forced to it by their parents and held to it by all the power of law and custom? Yet genius of a sort must have existed among women as it must have existed among the working classes. Now and again an Emily Brontë or a Robert Burns blazes out and proves its presence. But certainly it never got itself on to paper. When, however, one reads of a witch being ducked, of a woman possessed by devils, of a wise woman selling herbs, or even of a very remarkable man who had a mother, then I think we are on the track of a lost novelist, a suppressed poet, of some mute and inglorious Jane Austen, some Emily Brontë who dashed her brains out on the moor or mopped and mowed about the highways crazed with the torture that her gift had put her to. Indeed, I would venture to guess that Anon, who wrote so many poems without singing them, was often a woman. It was a woman Edward Fitzgerald, I think, suggested who made the ballads and the folk-songs, crooning them to her children, beguiling her spinning with them, or the length of the winter’s night.

1. Woolf states that it is, “Unthinkable that any woman in Shakespeare’s day should have had Shakespeare’s genius.” Keeping what she said in Paragraph 4 about Judith Shakespeare in mind as well as what she says in this paragraph, do you think she actually meant this? Why or why not?

2. Woolf also states that, “Genius like Shakespeare’s is not born among labouring, uneducated, servile people. It was not born in England among the Saxons and the Britons. It is not born to-day among the working classes.” Keeping what she goes on to say in the rest of this paragraph, do you think she actually meant this? Why or why not?

3. [Refer to Questions 1 & 2] What rhetorical device does Woolf use when she says things like, “For genius like Shakespeare’s is not born among labouring, uneducated, servile people.” What does Woolf accomplish by using this device?

4. What is “it” referring to in this sentence: “How, then, could it have been born among women ... by their parents and held to it by all the power of law and custom?” What rhetorical device does Woolf use here? What does Woolf accomplish by using this device?

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5. What does Woolf mean that “ANON” was often a woman? Keeping this in mind, what might make “some mute and inglorious Jane Austen” feel or act “crazed.”

Quick Write Exit Activity (Silent Discussion): First, take 3 minutes to **SILENTLY** answer this question: **How does Woolf use rhetoric to convey her tone?** Then, **SILENTLY** exchange your response with a classmate’s response. Next, each student should take 2 minutes to **SILENTLY** build upon or questions his or her partner’s response. Last, **SILENTLY**, return papers to each other.

Your Answer:

Your Partner’s

Response/Question:

HW: 1. Review your notes on Virginia Woolf’s extended essay, *A Room of One’s Own*, **paying specific attention to the**

Woolf’s use of tone and rhetoric within it

2. Bring in your notes AND copy of the excerpt from Virginia Woolf’s *A Room of One’s Own*
TOMORROW

Anticipated Answers:

Do Now: Sentence Expansion

Sentence kernel: She killed herself.

Who? Judith.....

When?.....she became pregnant.....

Why? b/c.....she was a poet trapped in a woman's body.....

Expanded sentence: Judith killed herself when she became pregnant because she was a poet trapped in a woman's body.

Appositive: Nick Green, her actor manager, is the father of her unborn baby.