**NWCTA/ Curriculum Engine:  Daily Lesson Plans**  
**Teacher: Schilleci**  
Subject: AP Lang & Comp                       Periods: 5                          Lesson Dates: 03.12.2021  
UNIT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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In learning they seek their goal; in the ordinary tasks of womanhood; in the wider service of (15) their kind. They do not find what they seek, and we cannot wonder. The ancient consciousness of woman, charged with suffering and sensibility, and or so many ages dumb, seems in them to have brimmed and overflowed and uttered a demand for something—they (20) scarcely know what—for something that is perhaps incompatible with the facts of human existence. Geroge Eliot had far too strong an intelligence to tamper with those facts, and too broad a humour to mitigate the truth because it was a stern one. Save for the supreme (25) courage of their endeavor, the struggle ends, for her heroines, in tragedy, or in a compromise that  is even more melancholy. But their story is the incomplete version of the story that is George Eliot herself. For her, too, the burden and the complexity of womanhood (30) were not enough; she must reach beyond the sanctuary And pluck from herself the strange bright fruits of art And knowledge. Clasping them as few women have Ever clasped them, she would not renounce her own Inheritance—the difference of view, the difference (35) of standard—nor accept an inappropriate reward.   Thus we behold her, a memorable figure, inordinately praised and shrinking from her fame, despondent, reserved, shuddering back into the arm of love as if there alone were satisfaction and, it might be, (40) justification, at the same time reading out with “a fastidious yet hungry ambition” for all that life could offer the free and inquiring mind and confronting her feminine aspirations with the real world of men. Triumphant was the issue for her, whatever it may (45) have been for her creations, and as well collect all that she dared and achieved, how with every obstacle against her—sex and health and convention—she sought more knowledge and more freedom till the body, weighted with its double burden, sank worn out, (50) we must lay upon her grave whatever we have it in our power to bestow of laurel and rose.                                                                         (1919)   **1.** The speaker in the passage above can be described best as A. a family member of George Eliot B. a member of the clergy C. a student D. a chauvinist literary critic E. a professional writer   **2.** According to the speaker, George Eliot's heroines are "cloistered" (line 11) because they are A. in a church B. essentially alone C. in a monastery D. imprisoned in cloisters E. lost in prayer   **3.** In context, "the facts of human existence" (line 21) A. restrict both men and women B. restrict women only C. are only applicable to Eliot's heroines D. pertain to any literary character E. pertain to men only   **4.** "Save for" (line 24) most nearly means A. except for B. saving C. safe for D. guarding against E. keeping in mind   **5.** The "differences" mentioned in line 34 pertain to Eliot's A. profession B. class C. upbringing D. education E. gender   **6.** According to the speaker, Eliot A. enjoyed excellent health B. suffered from her independence and knowledge C. was prevented from attaining fame by men D. was very unlike the heroines of her books E. repudiated her feminine nature   **7.** In the sentence beginning "Thus we behold her" (lines 36-43), the speaker employs all of the following EXCEPT A. apposition B. hyperbole C. personification D. relative clauses E. parallelism   **8.** It is reasonable to assume that the phrase "a fastidious yet hungry ambition" (lines 40-41) A. is spoken by one of Eliot's heroines B. comes from one of the speaker's literary works C. is borrowed from one of Eliot's critics D. is not to be taken seriously E. does not represent the speaker's point of view   **9.** Generally, the style of the entire passage is best defined as A. effusive and disorganized B. pedantic and terse C. sympathetic and concrete D. abstract and metaphysical E. intellectual and cynical | | | | | | | | | | | Materials:     Evaluation: | | | | | | | | | | | Knowledge | x | Comprehension | x | Application | x | Synthesis | x | Evaluation | x | | Homework: | | | | | | | | | | |