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

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| Common Core Curriculum Standards: See attached. |
| Essential Question: |
| Learning Activities:             But is it upon the heroines that we would casta final glance. “I have always been finding out myreligion since I was a little girl,” says DorotheaCasaubon. “I used to pray so much—now I heardly ever(5) pray. I try not to have desires merely for myself…”she is speaking for them all. That is their problem.They cannot live without religion, and they start outon the search for on when they are little girls. Eachhas the deep feminine passion for goodness, thich(10) makes the place where she stands an aspiration andagony the heart of the book—still and cloistered likea place or worship, but that she no longer knows towhom to pray. In learning they seek their goal; in theordinary tasks of womanhood; in the wider service of(15) their kind. They do not find what they seek, and wecannot wonder. The ancient consciousness of woman,charged with suffering and sensibility, and or somany ages dumb, seems in them to have brimmed andoverflowed and uttered a demand for something—they(20) scarcely know what—for something that is perhapsincompatible with the facts of human existence. GerogeEliot had far too strong an intelligence to tamper withthose facts, and too broad a humour to mitigate thetruth because it was a stern one. Save for the supreme(25) courage of their endeavor, the struggle ends, for herheroines, in tragedy, or in a compromise that  is evenmore melancholy. But their story is the incompleteversion 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 sanctuaryAnd pluck from herself the strange bright fruits of artAnd knowledge. Clasping them as few women haveEver clasped them, she would not renounce her ownInheritance—the difference of view, the difference(35) of standard—nor accept an inappropriate reward. Thus we behold her, a memorable figure, inordinatelypraised and shrinking from her fame, despondent,reserved, shuddering back into the arm of loveas if there alone were satisfaction and, it might be,(40) justification, at the same time reading out with “afastidious yet hungry ambition” for all that life couldoffer the free and inquiring mind and confrontingher 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 allthat she dared and achieved, how with every obstacleagainst her—sex and health and convention—shesought more knowledge and more freedom till thebody, weighted with its double burden, sank worn out,(50) we must lay upon her grave whatever we have it in ourpower to bestow of laurel and rose.                                                                        (1919) **1.** The speaker in the passage above can be described best asA. a family member of George EliotB. a member of the clergyC. a studentD. a chauvinist literary criticE. a professional writer **2.** According to the speaker, George Eliot's heroines are "cloistered" (line 11) because they areA. in a churchB. essentially aloneC. in a monasteryD. imprisoned in cloistersE. lost in prayer **3.** In context, "the facts of human existence" (line 21)A. restrict both men and womenB. restrict women onlyC. are only applicable to Eliot's heroinesD. pertain to any literary characterE. pertain to men only **4.** "Save for" (line 24) most nearly meansA. except forB. savingC. safe forD. guarding againstE. keeping in mind **5.** The "differences" mentioned in line 34 pertain to Eliot'sA. professionB. classC. upbringingD. educationE. gender **6.** According to the speaker, EliotA. enjoyed excellent healthB. suffered from her independence and knowledgeC. was prevented from attaining fame by menD. was very unlike the heroines of her booksE. repudiated her feminine nature **7.** In the sentence beginning "Thus we behold her" (lines 36-43), the speaker employs all of the following EXCEPTA. appositionB. hyperboleC. personificationD. relative clausesE. 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 heroinesB. comes from one of the speaker's literary worksC. is borrowed from one of Eliot's criticsD. is not to be taken seriouslyE. does not represent the speaker's point of view **9.** Generally, the style of the entire passage is best defined asA. effusive and disorganizedB. pedantic and terseC. sympathetic and concreteD. abstract and metaphysicalE. intellectual and cynical  |
| Materials:  Evaluation: |
| Knowledge | x | Comprehension | x | Application | x | Synthesis | x | Evaluation | x |
| Homework: |

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