

JCPS Curriculum Map Support Lessons

Grade Level Unit #	AP Language Unit 1
Lesson Title	Thoughts on Peace During an Air Raid
Lesson Summary	Students will analyze Woolf's argument in "Thoughts on Peace in an Air Raid" and complete a Constructed Response question.
Focus Standards	<p>RI-9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>W-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>
Text(s)	"Thoughts on Peace in an Air Raid," by Virginia Woolf
Other Resources	Wikipedia article on The London Blitz, questions worksheet, copies of constructed response prompts
End of Lesson Assessment	A constructed response essay

This lesson is intended to help the teacher with implementing the Unit and standards. Teachers will need to determine how to modify the lesson to incorporate elements of the CIF.

Because of the varying schedules, the length of a lesson may or may not fit your schedule. One "Day" may not necessarily equal a class period. Teachers will need to adjust accordingly.

Day 1	
Learning Targets	
I can analyze the author's argument in a non-fiction essay.	
I can write a five paragraph analysis of the author's purpose.	
Suggested Activities /Formative Assessments	Teaching Tips
<ol style="list-style-type: none"> 1. Sponge: <i>Write about a time when you were alone and you had time to think about things. What did you think about? Did you come up with any answers or epiphanies?</i> 2. Begin class by giving a brief history of the Battle of Britain. 3. Pass out copies of "Thoughts on Peace in an Air Raid" and read it aloud in class. 4. Pass out the worksheet with the following questions: <ul style="list-style-type: none"> • How is Woolf suggesting that the war would be different if women were allowed to participate? • What does she mean when she writes "Mental fight means thinking against the current, not with it"? • Why does she urge women to fight without weapons? • Why does she consider Englishwomen to be prisoners? • What might Woolf metaphorically mean when she writes that we must be free of the "machine"? • Ultimately, what argument do you think Woolf is making (include textual evidence)? Where do you find problems with her argument? 5. Pass out the Constructed Response prompt. Have students complete the response for homework 	<ol style="list-style-type: none"> 1. Direct students to think about times they spent sitting on a bus alone, times they might have spent in punishment (detention or ISAP), or just times when they have been alone in their rooms. 2. Pass out The London Blitz handout or include it in a PowerPoint. 3. I recommend that the teacher read it, pausing along the way to explain certain aspects. But students could also read it communally. 4. Or you can ave students answer the following questions either on paper or in their journals. 5. I suggest that the response be at least five paragraphs in a thesis/support format. However, the essay could potentially be larger. Either assign for homework or finish up class.

Day 2	
Learning Targets I can revise my paper to make it more concise.	
Suggested Activities /Formative Assessments <ol style="list-style-type: none">1. Have students revise their papers one more time before they are turned in.2. After revision, have students share a part of their paper where they feel that they answered well.3. Collect and grade with your rubric.	Teaching Tips <ol style="list-style-type: none">1. I suggest peer editing. It really helps for students to see the work of others.2. Make sure every student participates, even if they don't feel that they wrote well. The sharing will help all students write better responses later.3. Depending on how well they do, you might ask for one additional revision. This is a good time to see if you need to revisit thesis/support format

The London Blitz (from German, "lightning") was the sustained [strategic bombing](#) of [Britain](#) and [Northern Ireland](#) by [Nazi Germany](#) between 7 September 1940 and 10 May 1941, during the [Second World War](#). The capital, [London](#), was bombed by the [Luftwaffe](#) for 57 consecutive nights and many towns and cities across the country followed. More than one million London houses were destroyed or damaged, and more than 40,000 civilians were killed, half of them in London.

Ports and industrial centers outside London were also heavily attacked; [Hull](#), being a major seaport was the most heavily bombed city outside London. [Birmingham](#) was the UK's third most bombed city, being a major industrial center producing [Spitfires](#) and munitions. Other ports such as [Bristol](#), [Cardiff](#), [Liverpool](#), [Plymouth](#) and [Southampton](#) were also targeted. Industrial cities such as [Belfast](#), [Coventry](#), [Sheffield](#), [Glasgow](#) and [Manchester](#) were also attacked. The city center of Coventry was almost completely destroyed in one night raid.

In London most important communal shelters were those in the stations of the [London Underground](#). Although thousands had gone down there during the War, the government rejected their use as shelters in 1939, arguing both that unhindered movement of commuters and troops must be guaranteed and that occupants might easily acquire a deep shelter mentality and refuse to leave. The regularity of the raids, however, made it tempting for increasing numbers of people to enter the Tube and remain there.

By the second week of heavy bombing orderly queues of people outside the stations became a familiar sight, waiting for 04:00 when they were allowed onto the platforms. Many families regularly sheltered in the Tube, while others went only in periods of heavy bombing. In mid-September about 150,000 a night slept there, although by the winter and spring months the numbers had declined to 100,000 or less. Especially in the deepest stations, the detonation of bombs and [anti-aircraft barrages](#) was muffled and rest came easier than above ground, but heavy loss of life resulted from direct hits on several stations.

By mid-September, 150,000 a night slept in the Tube; the estimated peak was 177,000 on 27 September 1940. A rough census of Londoners in November 1940 placed about four percent in the Tube and equivalent large shelters; nine percent in public surface shelters; and 27% in domestic [Anderson Shelters](#) on house-hold property, usually in back gardens. This left over half the population unaccounted for—presumably spending the night in their homes. In the poorest areas the proportion of people in communal shelters was significantly higher, while many families took refuge in the Tube at some point even if they were not regulars.

By the end of 1940, significant improvements had been made in the Underground and in many of the more notorious mass shelters. Local authorities distributed heating stoves, washing and sanitary facilities were upgraded, and food services were greatly improved by, for example, regular canteen trains on the Tube. In time, thousands of tiered bunks were installed in the larger shelters and tickets were issued to regulate the numbers of people and reduce the amount of time spent queuing. In November 1940, at [Herbert Morrison's](#) request, the Cabinet also reversed its policy, authorizing the construction in the London Underground of deep bombproof tunnels capable of accommodating about 80,000 people. Completed after the period of heavy raids, they were never used.

Wikipedia contributors. "The Blitz." *Wikipedia, The Free Encyclopedia*. Wikipedia, The Free Encyclopedia, 4 Apr. 2012. Web. 11 Apr. 2012.

Questions for Thoughts on Peace in an Air Raid

1. How is Woolf suggesting that the war would be different if women were allowed to participate?
2. What does she mean when she writes “Mental fight means thinking against the current, not with it”?
3. Why does she urge women to fight without weapons?
4. Why does she consider Englishwomen to be prisoners?
5. What might Woolf metaphorically mean when she writes that we must be free of the “machine”?
6. Ultimately, what argument do you think Woolf is making (include textual evidence)? Where do you find problems with her argument?

Thoughts on Peace in an Air Raid

By Virginia Woolf

The Germans were over this house last night and the night before that. Here they are again. It is a queer experience, lying in the dark and listening to the zoom of a hornet, which may at any moment sting you to death. It is a sound that interrupts cool and consecutive thinking about peace. Yet it is a sound--far more than prayers and anthems--that should compel one to think about peace. Unless we can think peace into existence we--not this one body in this one bed but millions of bodies yet to be born--will lie in the same darkness and hear the same death rattle overhead. Let us think what we can do to create the only efficient air-raid shelter while the guns on the hill go pop pop pop and the searchlights finger the clouds and now and then, sometimes close at hand, sometimes far away, a bomb drops.

Up there in the sky young Englishmen and young German men are fighting each other. The defenders are men, the attackers men. Arms are not given to Englishwomen either to fight the enemy or to defend herself. She must lie weaponless tonight. Yet if she believes that the fight going on up in the sky is a fight by the English to protect freedom, by the Germans to destroy freedom, she must fight, so far as she can, on the side of the English. How far can she fight for freedom without firearms? By making arms, or clothes or food. But there is another way of fighting for freedom without arms; we can fight with the mind. We can make ideas that will help the young Englishman who is fighting up in the sky to defeat the enemy.

But to make ideas effective, we must be able to fire them off. We must put them into action. And the hornet in the sky rouses another hornet in the mind. There was one zooming in *The Times* this morning--a woman's voice saying, "Women have not a word to say in politics." There is no woman in the Cabinet; nor in any responsible post. All the idea-makers who are in a position to make ideas effective are men. That is a thought that damps thinking, and encourages irresponsibility. Why not bury the head in the pillow, plug the ears, and cease this futile activity of idea-making? Because there are other tables besides officer tables and conference tables. Are we not leaving the young Englishman without a weapon that might be of value to him if we give up private thinking, tea-table thinking, because it seems useless? Are we not stressing our disability because our ability exposes us perhaps to abuse, perhaps to contempt? "I will not cease from mental fight," Blake wrote. Mental fight means thinking against the current, not with it.

That current flows fast and furious. It issues in a spate of words from the loudspeakers and the politicians. Every day they tell us that we are a free people, fighting to defend freedom. That is the current that has whirled the young airman up into the sky and keeps him circling there among the clouds. Down here, with a roof to cover us and a gas-mask handy, it is our business to puncture gas-bags and discover seeds of truth. It is not true that we are free. We are both prisoners tonight--he boxed up in his machine with a gun handy; we lying in the dark with a gas-mask handy. If we were free we should be out in the open, dancing, at the play, or sitting at the window talking together. What is it that prevents us? "Hitler!" the loudspeakers cry with one voice. Who is Hitler? What is he? Aggressiveness, tyranny, the insane love of power made manifest, they reply. Destroy that, and you will be free.

The drone of the planes is now like the sawing of a branch overhead. Round and round it goes, sawing and sawing at a branch directly above the house. Another sound begins sawing its way in the brain. "Women of ability"--it was Lady Astor speaking in *The Times* this morning--"are held down because of a subconscious Hitlerism in the hearts of men." Certainly we are held down. We are equally prisoners tonight--the Englishmen in their planes, the Englishwomen in their beds. But if he stops to think he may be killed; and we too. So let us think for him. Let us try to drag up into consciousness the subconscious Hitlerism that holds us down. It is the desire for aggression; the desire to dominate and enslave. Even in the darkness we can see that made visible. We can see shop windows blazing; and women gazing; painted women; dressed-up women; women with crimson lips and crimson fingernails. They are slaves who are trying to enslave. If we could free ourselves from slavery we should free men from tyranny. Hitlers are bred by slaves.

A bomb drops. All the windows rattle. The anti-aircraft guns are getting active. Up there on the hill under a net tagged with strips of green and brown stuff to imitate the hues of autumn leaves guns are concealed. Now they all fire at once. On the nine o'clock radio we shall be told "Forty-four enemy planes were shot down during the night, ten of them by anti-aircraft fire." And one of the terms of peace, the loudspeakers say, is to be disarmament. There are to be no more guns, no army, no navy, no air force in the future. No more young men will be trained to fight with arms. That rouses another mind-hornet in the chambers of the brain--another quotation. "To fight against a real enemy, to earn undying honour and glory by shooting total strangers, and to come home with my breast covered with medals and decorations, that was the summit of my hope. . . . It was for this that my whole life so far had been dedicated, my education, training, everything. . . ."

Those were the words of a young Englishman who fought in the last war. In the face of them, do the current thinkers honestly believe that by writing "Disarmament" on a sheet of paper at a conference table they will have done all that is needful? Othello's occupation will be gone; but he will remain Othello. The young airman up in the sky is driven not only by the voices of loudspeakers; he is driven by voices in himself--ancient instincts, instincts fostered and cherished by education and tradition. Is he to be blamed for those instincts? Could we switch off the maternal instinct at the command of a table full of politicians? Suppose that imperative among the peace terms was: "Child-bearing is to be restricted to a very small class of specially selected women," would we submit? Should we not say, "The maternal instinct is a woman's glory. It was for this that my whole life has been dedicated, my education, training, everything. . . ." But if it were necessary, for the sake of humanity, for the peace of the world, that childbearing should be restricted, the maternal instinct subdued, women would attempt it. Men would help them. They would honour them for their refusal to bear children. They would give them other openings for their creative power. That too must make part of our fight for freedom. We must help the young Englishmen to root out from themselves the love of medals and decorations. We must create more honourable activities for those who try to conquer in themselves their fighting instinct, their subconscious Hitlerism. We must compensate the man for the loss of his gun.

The sound of sawing overhead has increased. All the searchlights are erect. They point at a spot exactly above this roof. At any moment a bomb may fall on this very room. One, two, three, four

five, six . . . the seconds pass. The bomb did not fall. But during those seconds of suspense all thinking stopped. All feeling, save one dull dread, ceased. A nail fixed the whole being to one hard board. The emotion of fear and of hate is therefore sterile, unfertile. Directly that fear passes, the mind reaches out and instinctively revives itself by trying to create. Since the room is dark it can create only from memory. It reaches out to the memory of other Augusts--in Bayreuth, listening to Wagner; in Rome, walking over the Campagna; in London. Friends' voices come back. Scraps of poetry return. Each of those thoughts, even in memory, was far more positive, reviving, healing the creative than the dull dread made of fear and hate. Therefore if we are to compensate the young man for the loss of his glory and of his gun, we must give him access to the creative feelings. We must make happiness. We must free him from the machine. We must bring him out of his prison into the open air. But what is the use of freeing the young Englishman if the young German and the young Italian remain slaves?

The searchlights, wavering across the flat, have picked up the plane now. From this window one can see a little silver insect turning and twisting in the light. The guns go pop pop pop. Then they cease. Probably the raider was brought down behind the hill. One of the pilots landed safe in a field near here the other day. He said to his captors, speaking fairly good English, "How glad I am that the fight is over!" Then an Englishman gave him a cigarette, and an Englishwoman made him a cup of tea. That would seem to show that if you can free the man from the machine, the seed does not fall upon altogether stony ground. The seed may be fertile.

At least the guns have stopped firing. All the searchlights have been extinguished. The natural darkness of a summer's night returns. The innocent sounds of the country are heard again. An apple thuds to the ground. An owl hoots, winging its way from tree to tree. And some half-forgotten words of an old English writer come to mind: "The huntsmen are up in America" Let us send these fragmentary notes to the huntsmen who are up in America, to the men and women whose sleep has not yet been broken by machine-gun fire, in the belief that they will rethink them generously and charitably, perhaps shape them into something serviceable. And now, in the shadowed half of the world, to sleep.

Write an essay in which you explain Woolf's argument of the potential change that women could foster during the London Blitz.

Be sure to use evidence from the passage to support your ideas. You may include references to other texts of authors if you feel this will help you explain or support your ideas about this passage.

Constructed Response for "Thoughts on Peace in an Air Raid"