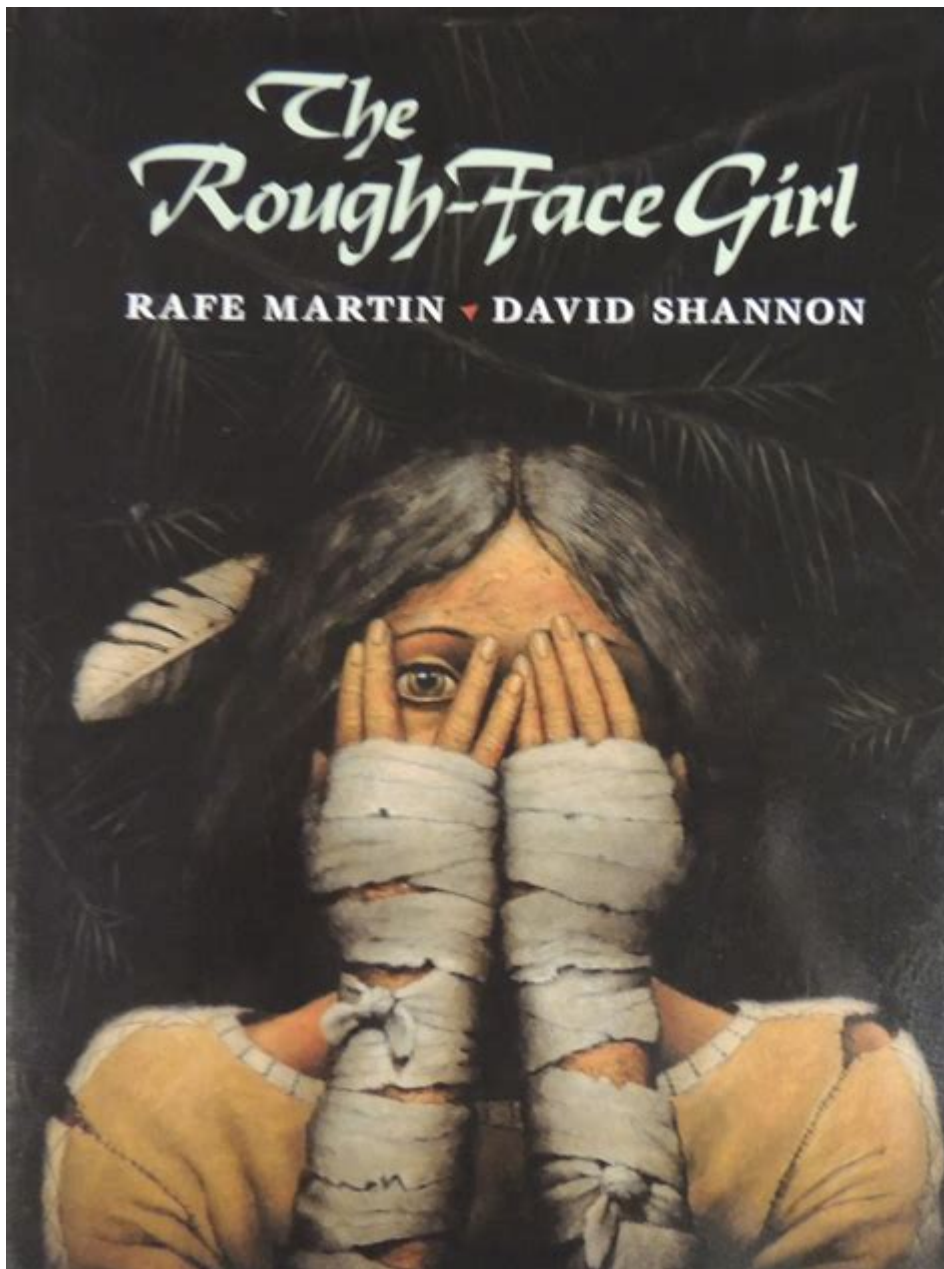


# [The Rough Face Girl](#)



## **The Rough Face Girl: Unpacking the Power of Unconventional Beauty**

Are you tired of seeing the same polished, airbrushed faces dominating beauty standards? Do you find yourself drawn to the raw, authentic beauty that transcends traditional norms? Then you're in the right place. This blog post dives deep into the concept of "the rough face girl," exploring what it means, its cultural significance, and why embracing this aesthetic might be more empowering than you think. We'll unpack the meaning behind the term, discuss the beauty of imperfections, and examine how this trend reflects a broader shift in societal beauty standards.

## H2: Defining "The Rough Face Girl"

The term "rough face girl" isn't about literal roughness, but rather a rejection of overly-processed, conventionally "perfect" beauty. It signifies a celebration of natural texture, unique features, and the beauty found in imperfections. Think freckles, acne scars, untamed eyebrows, and a generally less-polished appearance. It's about embracing the unique characteristics that make each individual stand out, rather than conforming to a homogenous ideal. It's a subtle rebellion against the pressures of flawless skin and heavily made-up faces.

## H2: The Allure of Imperfections: Why "Rough" is Beautiful

The beauty industry often promotes a singular, unattainable standard of beauty. This can be incredibly damaging to self-esteem, leaving many feeling inadequate and insecure. The "rough face girl" aesthetic offers an antidote to this unrealistic ideal. It challenges the notion that flawless skin and perfectly symmetrical features are the only measures of beauty. Instead, it highlights the inherent beauty in asymmetry, texture, and individuality. Imperfections, in this context, are not flaws to be hidden, but rather unique characteristics that tell a story, reflecting a life lived authentically.

## H3: Freckles and Beyond: Embracing Unique Features

Freckles, once considered blemishes, are now celebrated as sun-kissed reminders of summer adventures. Similarly, acne scars, often a source of shame, can be viewed as badges of honor, testament to a journey of self-acceptance. The "rough face girl" aesthetic encourages us to appreciate the unique texture and character of our skin, embracing every mark as part of our individual narrative.

## H3: Beyond the Face: A Holistic Approach to Beauty

The "rough face girl" aesthetic extends beyond just facial features. It encompasses a holistic approach to beauty, emphasizing self-care and self-love as essential components. It's about prioritizing overall well-being, including mental and emotional health, rather than solely focusing on outward appearance. This includes embracing natural hair textures, comfortable clothing, and a genuine, unfiltered self-expression.

## H2: The Cultural Significance of "The Rough Face Girl"

The rise of the "rough face girl" reflects a larger cultural shift towards greater body positivity and self-acceptance. Social media platforms have played a crucial role in this movement, providing a space for individuals to showcase their unique beauty and challenge traditional beauty standards. Influencers and celebrities are increasingly embracing natural looks, further normalizing and celebrating unconventional aesthetics. This shift represents a welcome change, moving away from the homogenized beauty standards of the past and fostering a more inclusive and accepting environment.

## H2: Embracing Your "Rough Face": Tips and Tricks

While the "rough face girl" aesthetic is about embracing natural beauty, it doesn't preclude makeup or skincare altogether. The key is to use these tools to enhance natural features, not mask them. This could involve using tinted moisturizers rather than heavy foundation, highlighting natural features with subtle contouring, or using skincare products that support healthy, radiant skin. The goal isn't to create a flawless look, but to enhance what's already there.

## H2: The Power of Self-Acceptance: A Journey, Not a Destination

Embracing the "rough face girl" aesthetic is a journey, not a destination. It's about cultivating self-love and acceptance, recognizing that beauty comes in countless forms. It's a continuous process of self-discovery and embracing your unique features. It requires challenging societal beauty norms and celebrating your individual identity. Remember, true beauty radiates from within.

### Conclusion:

The "rough face girl" aesthetic represents a powerful movement towards embracing individuality and challenging conventional beauty standards. It's a celebration of natural beauty, imperfections, and the unique story each face tells. By embracing our authentic selves, we challenge restrictive norms and foster a more inclusive and accepting world.

### FAQs:

1. Is the "rough face girl" aesthetic only for certain skin tones or types? No, the "rough face girl" aesthetic embraces diverse skin tones and types. It's about celebrating individual features, regardless of complexion.
2. Does embracing this aesthetic mean never wearing makeup? Not necessarily. It's about using makeup to enhance natural features, not mask them.
3. How can I overcome insecurities about my skin imperfections? Practice self-compassion and surround yourself with supportive individuals who appreciate your unique beauty.
4. Where can I find inspiration for this aesthetic? Explore social media platforms like Instagram and TikTok, searching for hashtags like [#roughfacegirl](#), [#naturalbeauty](#), and [#skinpositivity](#).
5. Is this trend just a fleeting fad? While trends evolve, the core principles of self-acceptance and celebrating individuality are timeless and likely to remain relevant for years to come.

**the rough face girl: The Rough-Face Girl** Rafe Martin, 1992-04-29 From Algonquin Indian folklore comes one of the most haunting, powerful versions of the Cinderella tale ever told. In a village by the shores of Lake Ontario lived an invisible being. All the young women wanted to marry him because he was rich, powerful, and supposedly very handsome. But to marry the invisible being the women had to prove to his sister that they had seen him. And none had been able to get past the sister's stern, all-knowing gaze. Then came the Rough-Face girl, scarred from working by the fire. Could she succeed where her beautiful, cruel sisters had failed?

**the rough face girl: Mufaro's Beautiful Daughters** John Steptoe, 1987-03-31 Mufaro was a happy man. Everyone agreed that his two daughters were very beautiful. Nyasha was kind and considerate as well as beautiful, but everyone -- except Mufaro -- knew that Manyara was selfish, badtempered, and spoiled. When the king decided to take a wife and invited The Most Worthy and Beautiful Daughters in the Land to appear before him, Mufaro declared proudly that only the king could choose between Nyasha and Manyara. Manyara, of course, didn't agree, and set out to make certain that she would be chosen. John Steptoe has created a memorable modern fable of pride going before a fall, in keeping with the moral of the folktale that was his inspiration. He has illustrated it with stunning paintings that glow with the beauty, warmth, and internal vision of the land and

people of his ancestors.

**the rough face girl: The Girl in the Lake** India Hill Brown, 2022-01-04 For fans of Small Spaces, Doll Bones, and Mary Downing Hahn, a truly chilling (and historically inspired) ghost story from the talented author of *The Forgotten Girl*. Celeste knows she should be excited to spend two weeks at her grandparents' lake house with her brother, Owen, and their cousins Capri and Daisy, but she's not. Bugs, bad cell reception, and the dark waters of the lake... no thanks. On top of that, she just failed her swim test and hates being in the water—it's terrifying. But her grandparents are strong believers in their family knowing how to swim, especially having grown up during a time of segregation at public pools. And soon strange things start happening—the sound of footsteps overhead late at night. A flickering light in the attic window. And Celeste's cousins start accusing her of pranking them when she's been nowhere near them! Things at the old house only get spookier until one evening when Celeste looks in the steamy mirror after a shower and sees her face, but twisted, different... Who is the girl in the mirror? And what does she want? Past and present mingle in this spine-tingling ghost story by award-winning author India Hill Brown.

**the rough face girl: Rough-face Girl** Joanna Korba, Chris Rothero, 2010

**the rough face girl: Sootface**, 1997-09 An Ojibwa version of the well-loved Cinderella story.

**the rough face girl: Dymond in the Rough** KaShamba Williams, Precious, 2004

Fourteen-year-old Dymond finds herself the only one in her crew without a boyfriend, until Kyle Banks comes along and she finds herself lying to her mother in order to be with him.

**the rough face girl: Duckworth, the Difficult Child** Michael Sussman, 2019-06-18 Duckworth's parents think he is a difficult child, so when a snake slides right up and swallows him whole, his parents don't believe him! What's poor Duckworth to do? Duckworth is a difficult child. At least that's what his parents think. So when Duckworth tries to explain that a gigantic snake slithered out of his closet, his parents insist it's all in his head—he is far too old to be imagining such nonsense. (And will he please do his chores?) But even when the cobra slides right up and swallows Duckworth whole, his parents remain unconvinced! (Where did he find that snake costume, and will he please put it away?) What's poor Duckworth to do when his parents just won't listen? With nods to the deliciously dark humor of Edward Gorey, Florence Parry Heide, and Jon Klassen, Michael Sussman and Júlia Sardà empathize with children everywhere who must find ways to deal with their difficult parents.

**the rough face girl: The Shark God** Rafe Martin, 2007-05-10 Because they freed a shark caught in a net, the fearsome Shark God rescues a brother and sister from the cruel king's imprisonment and helps them find a new, peaceful kingdom across the sea ; based upon a traditional Hawaiian folk tale.

**the rough face girl: Birdwing** Rafe Martin, Dan Bellm, 2005 Prince Ardwin, known as Birdwing, the youngest of six brothers turned into swans by their stepmother, is unable to complete the transformation back into human form, so he undertakes a journey to discover whether his feathered arm will be a curse or a blessing to him.

**the rough face girl: Domitila** Jewell Reinhart Coburn, 2000 In this Mexican retelling of the Cinderella story, there is no glass slipper and no fairy godmother. All Domitila has are her innate qualities and talents, resulting in the transformation of Timoteo, her suitor.

**the rough face girl: Raisel's Riddle** Erica Silverman, 2003-03-10 In a Jewish version of the Cinderella story, Raisel, a poor but educated young woman who works in the home of a rabbi, captivates her Prince Charming--the rabbi's son--at a Purim ball

**the rough face girl: The Rough-Face Girl** Rafe Martin, 1992 In this Algonquin Indian version of the Cinderella story, the Rough-Face Girl and her two beautiful but heartless sisters compete for the affections of the Invisible Being.

**the rough face girl: Girl Who Loved Wild Horses** Paul Goble, 1993 Though she is fond of her people, a girl prefers to live among the wild horses where she is truly happy and free.

**the rough face girl: Rough-Face Girl** Rafe Martin, 1998-04-13 In this Algonquin Indian version of the Cinderella story, the Rough-Face Girl and her two beautiful, but heartless sisters

compete for the affections of the Invisible Being.

**the rough face girl: Rough-Face Girl, the Red Swan** Brett Kelly, 2010 Will any of the girls in the village be able to see the glorious Invisible One? What difficult tasks must Deep Voice complete in order to find the mysterious Red Swan? Read these stories to find out.

**the rough face girl: Rough-Face Girl** Joanna Korba, 2006 Perform this Native American Cinderella tale.

**the rough face girl: The Rough-Face Girl** Rafe Martin, 1998 In this Algonquin Indian version of the Cinderella story, the Rough-Face Girl and her two beautiful but heartless sisters compete for the affections of the Invisible Being.

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**the rough face girl: Teaching for Deep Comprehension** Linda J. Dorn, Carla Soffos, 2005 Accompanying DVD includes a first-grade reading workshop (shared reading, author studies, share time), an adult book discussion, a fourth-grade reading workshop (mini-lesson and literature discussion groups), and more.

**the rough face girl: Integrating Multiple Literacies in K-8 Classrooms** Janet C. Richards, Michael C. McKenna, 2003-05-14 This book focuses on preservice teachers' experiences in trying to implement a multiple-ways-of knowing curriculum. It aims to integrate multiple literacies in K-8 classrooms by weaving music, dance, visual arts, popular culture media, and computer technology with reading and writing lessons.

**the rough face girl: Storytime** Lawrence R. Sipe, 2008 Presents a comprehensive, theoretically grounded model of children's understanding of picture storybooks—the first to focus specifically on young children. Relevant to contemporary young children from a wide variety of ethnic, racial, and socioeconomic backgrounds, this dynamic volume includes a wealth of examples of children's responses to literature and how teachers scaffold their interpretation of stories. "The highest recommendation I can make is that I learned so much. . . . You will too!" —From the Foreword by P. David Pearson, University of California, Berkeley "The single most important book on this topic since Applebee's *The Child's Concept of Story* . . . it is also a pleasure to read." —Lee Galda, University of Minnesota "Sipe provides a comprehensive theory of literary understanding specific to contemporary young children's interactions with picture books. Storytime is grounded in well-documented research, an in-depth knowledge of literary theory, and enlivened by insightful commentary." —Glenna Sloan, Professor Emerita, Queens College of the City University of New York "As a working illustrator who spends most days drawing or painting or dreaming about children's picturebooks, I sometimes wonder, 'Is there really any point to all of this?' In this book, Larry Sipe shows me clearly, wittily, and thoroughly that there is." —Chris Raschka, Caldecott Medal-winning children's book author and illustrator "Those of us who work with children, picturebooks, and teachers could have no more insightful guide to their interactions than Larry Sipe himself." —Nancy L. Roser, University of Texas, Austin

**the rough face girl: The Comprehensive Preschool Curriculum** Kay M. Albrecht, Linda G. Miller, 2004 Designed for teachers of 3- to 5-year-olds, this complete curriculum book focuses on how teachers can encourage, facilitate, and stimulate children's learning and growth. Each chapter discusses child development theory and relates theory to practice in ways that every teacher can understand and implement. It contains a comprehensive appendix, planning strategies, and an array of useful teaching tools.

**the rough face girl: Ready-to-tell Tales** Bill Mooney, 1994 A multicultural collection of traditional tales contributed by more than forty of America's most experienced storytellers, with tips

for telling the stories.

**the rough face girl: Cultural Journeys** Pamela S. Gates, Dianne L. Hall Mark, 2010-08-16 As multicultural education is becoming integral to the core curriculum, teachers often implement this aspect into their courses through literature. However, standards and criteria to teach and promote active discussion about this literature are sparse. Cultural Journeys introduces pre-service and experienced teachers to the use of literature to promote active discussions that lead students to think about racial diversity. More than just an annotated list of books for children, Pamela S. Gates and Dianne L. Hall Mark provide systematic guidelines that teachers can use throughout their careers to evaluate multicultural literature for students in grades K-8. At the same time, the text leads the reader to a deeper understanding of how to use multicultural literature throughout the entire curriculum and not just during specially designated months or time periods. With the example unit plans and extensive annotated bibliography, this book is a valuable resource that pre-service teachers will utilize when they begin teaching and in-service teachers will reference repeatedly during their planning periods.

**the rough face girl: A Broken Flute** Doris Seale, Beverly Slapin, 2005 The Winona dilemma / Lois Beardslee -- No word for goodbye / Mary TallMountain -- About the contributors.

**the rough face girl: Native North Americans in Literature for Youth** Alice Crosetto, Rajinder Garcha, 2013-09-12 Native North Americans have rich and diverse cultures and traditions. However, many misconceptions, prejudices, and stereotypes exist due to the lack of understanding and ignorance of these cultures. It is important that children and adolescents learn about and appreciate the invaluable contributions that North American Native groups have made to American society. Equally important is the availability of resources that accurately and objectively portray the historical events that occurred when European settlers displaced thousands of Native North Americans from their ancestral homelands. In Native North Americans in Literature for Youth, Alice Crosetto and Rajinder Garcha identify hundreds of appropriate and quality resources, including books, Internet sites, and media titles for K-12 students and educators. Entries are subdivided into chapters covering geographic regions, history, religions, social life, customs and traditions, nations, oral tradition, biographies, and fiction. Additionally, there are chapters for general reference resources, curricular resources for educators, media, and Internet sites. Annotations provide complete bibliographical descriptions of the entries, and each entry is identified with the grade level for which it is best suited. Reviews, awards, series, and URLs for supplemental online resources are also included. Anyone—especially students, teachers, librarians, and parents—interested in locating useful and accurate resources regarding Native North Americans will find this reference book a helpful and essential tool.

**the rough face girl: The Institution of English Literature** Barbara Schaff, Johannes Schlegel, Carola Surkamp, 2016-11-07 The contributions investigate the ways in which numerous institutions of English literature shape the literary field. While they cover an extensive historical field, ranging from the Early Modern period to the 18th century to the contemporary, they focus not only on literary texts, but also on extra-literary ones, including literary prizes, literary histories and anthologies, and highlight the various ways in which these negotiate the processes that constitute the literary field. All contributions assert that there is no such thing as literature outside of institutions. Great emphasis is therefore put on different acts of mediation.

**the rough face girl: More Social Studies Through Childrens Literature** Anthony D. Fredericks, 2000-02-15 These dynamic literature-based activities will help you energize the social studies curriculum and implement national (and many of state) standards. Fredericks presents hundreds of hands-on, minds-on projects to stimulate actively and engage students in positive learning. Each of these 33 units offers book summaries, social studies topic areas, critical thinking questions, and dozens of easy-to-do activities for every grade level. The author also gives practical guidelines for integrating literature across the curriculum, lists of web sites useful in social studies classes, and annotated bibliographies of related resources.

**the rough face girl: Cinderella, Or, It's Ok to be Different** Cynthia Mercati, 1994

**the rough face girl: *Creative Ways to Teach Literacy*** Virginia Bower, 2011-06-22 Shortlisted for the UKLA Academic Book Award 2013! Covering the essential areas of practice, this book suggests ways to make your literacy teaching as creative and engaging as possible. Children get the most out of their learning when it is exciting, and this book offers great ideas for classroom practice, whilst making careful links to research. Sections advise on teaching narrative, poetry and non-fiction, and each chapter contains case studies and ideas to try out in practice. The authors cover a broad range of topics, including: - exploring traditional tales - writing from experience - using playground games as a foundation for literacy - performing poetry. Written for teachers working with children aged 3-11 years, this book gives you the opportunity to develop children's literacy in enjoyable and interesting ways.

**the rough face girl: *Active Learning Through Drama, Podcasting, and Puppetry*** Kristin Fontichiaro, 2007-03-30 Contrary to the trend to do away with arts education as an unnecessary expense in schools trying to boost student test scores, this book promotes and explains the value of integrated arts instruction in furthering the accomplishment of curricular objectives and fostering student achievement. Accomplished library media specialist and arts instructor Kristin Fontichiaro discusses how drama, shadow puppetry, and podcasting can be used as tools to meet curriculum objectives in the K-8 media center. By concentrating on the process of creating a piece of drama or puppetry or a podcast, as opposed to the goal of performance, and by infusing the arts with curriculum objectives in story or research, these techniques can intensify a child's learning and provide context for classroom curriculum objectives. A discussion of the affective and academic benefits of this process-based work as well as sample lessons are included. Photographs and examples of student work illustrate the techniques. Grades K-8.

**the rough face girl: *Families in Children's Literature*** Nancy LE Cecil, Patricia Roberts, 1998-02-15 Using quality children's literature that presents families positively and promotes appreciation of family diversity, this book offers you a unique way to help students understand the common complexities of today's families. Books are grouped into four major categories-diverse family groups, family heritage and tradition, relationships within families, and family conflicts. Within these areas books are chosen for specific topics, ranging from Death in the Family to Homelessness. For each title there are questions for reflection and discussion and a target activity that reinforces the concepts presented in the book.

**the rough face girl: *One Voice*** Barbara M. Britsch, Amy Dennison, 1995-09-15 Enhance student appreciation of music and literature while building listening (i.e., reflecting and analyzing), composition, and performing skills. After experiencing a variety of songs, child-centered art, and stories, students explore elements of each (e.g., rhythm, repetition, theme) and compose and perform their own dramatic and musical productions. Music and story bibliographies, directions for making simple musical instruments, and more accompany practical suggestions for your classroom.

**the rough face girl: *The Reading Connection*** Liz Knowles, Martha Smith, 1997-02-15 Establishing a book club is a great way to involve parents in promoting literacy to young readers. This book shows you how to start a book club in your school or community, and it provides bibliographies of literature resources for children. Suggested topics and sample book club sessions help you get started, and an extensive bibliography, arranged by genre, guides teachers, parents, and students in selecting reading material. Chapters cover read-alouds, picture books, horror stories, multicultural literature, poetry, science fiction, nonfiction and reference, bibliotherapy and problem novels, award-winning books, biographies, and books in a series. For each genre the authors offer a general overview, suggest discussion questions, provide a bibliography, and list resources for further reading. Helpful Internet addresses and additional topics are included in the concluding chapter.

**the rough face girl: *Creating Picturebooks*** Kenneth A. Marantz, Sylvia S. Marantz, 1997-11-01 How are children's picturebook proposals chosen for publication? What characteristics of picturebooks promise success? How much input do the artist-authors have once their proposals have been accepted by a publisher? The dynamic process of producing picturebooks is charmingly

revealed through interviews with those directly involved from start to finish (including two galleries devoted to displaying the art). In the United States, picturebooks have accounted for \$2 billion in sales in a recent year. Compiled from interviews with editors, art directors, and production managers from both British (e.g., Anderson Press, Victor Gollancz, and Walker Books) and American publishers (e.g., Farrar, Straus, and Giroux; Houghton Mifflin, Candlewick Press, and Random House), this book reveals how the creative process works within the business of publishing. The interviews with reviewers and booksellers help provide a well-rounded perspective.

**the rough face girl: Books on Wheels** Janice McArthur, Barbara McGuire, 1998-08-15 Get books moving off the library shelves and into the hands of children with this integrated package for thematic instruction. Sixteen chapters, based on such lively themes as Risky Reading (adventure stories), Horrendous Fun (monster stories), and Book, Line, and Sinker (ocean world) contain introductions to the themes, introductory activities, booktalks, annotated bibliographies, and reproducible activity pages that extend learning across the curriculum. Activities are coded by grade level. A valuable tool for cooperative planning between librarians and teachers, this book helps librarians choose, present, and promote book titles appropriate to specific themes. It also helps teachers plan corresponding activities. Grades K-3..

**the rough face girl: Using Drama to Bring Language to Life** Sheila Robbie, Bernie Warren, Tina Ruggirello, 2001

**the rough face girl: Navigator Dimensions Year 4 Anthology 3** Karavis, Matthews, 2005-05-09

**the rough face girl: Sharing the Journey** David Yellin, 2017-05-12 This wonderful resource from two authors with an infectious enthusiasm for children's literature will help readers select and share quality books for and with young children. Specifically focused on infants through the third grade, *Sharing the Journey* contains descriptive book annotations, instructive commentary, and creative teaching activities tailored for those important years. Extensive book lists throughout will help readers build a library of quality children's literature. Books representing other cultures are included to help celebrate diversity as well as cultural connection. Genre chapters include poetry, fantasy, and realistic and historical fiction. A chapter on informational books demonstrates how young children can be introduced to, and learn to enjoy, nonfiction.

**the rough face girl: Struggling Readers Can Succeed** Nina L. Nilsson, Sandra E. Gandy, 2013-05-01 In spite of No Child Left Behind and the support provided by Response To Intervention, significant numbers of students continue to struggle with literacy. This text addresses learning-related needs of individual students in addition to interventions for the challenges they face. Struggling readers represent many different ethnicities, socio-economic levels, languages, and dialects in any combination and possess an even wider variety of social, cultural, motivational, literacy, and real world experiences. Through the presentation of case studies, this book considers these factors and their influence on literacy development and suggests ways to adapt research-based instructional strategies and approaches, as well as classroom practices to address them. It also includes related recommended resources. The text appeals to the concerns of classroom teachers, reading specialists, and faculty in teacher education programs, as well as anyone looking for practical, research-based ways to further the literacy development of individuals who struggle to read.

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