

## 11.4.2 Unit Overview

**“She wanted to swim far out, where no woman had swum before.”**

<b>Texts</b>	<i>The Awakening</i> by Kate Chopin “On the Rainy River,” from <i>The Things They Carried</i> by Tim O’Brien “The Red Convertible,” from <i>The Red Convertible</i> by Louise Erdrich
<b>Number of Lessons in Unit</b>	22

### Introduction

In the second unit of Module 11.4, students continue to refine the skills, practices, and routines they have been using in the English Language Arts classroom throughout the year, including close reading, annotation, collaborative discussion, and evidence-based writing. Additionally, students continue to learn and practice the narrative writing techniques outlined in standard W.11-12.3.c, d, e.

Over the course of this unit, students read and analyze *The Awakening*, exploring how an author develops characters and central ideas, and considering the role that structural choices play in the text. Particular emphasis is given to analyzing the relationship of character development to the novel’s related central ideas of sense of self and societal expectations.

Narrative writing instruction in this unit uses all three texts from the module as exemplars of narrative writing. Students continue to engage in the writing process, responding to text-based narrative writing prompts. Students draft new writing pieces and revise narrative pieces from the previous unit, as they implement the skills outlined in W.11-12.3.c, d, e.

There are two formal assessments in this unit: the Mid-Unit Assessment and the End-of-Unit Assessment. For the Mid-Unit Assessment, students craft a written response to a prompt that asks them to analyze how the development of Edna’s character contributes to two interrelated central ideas in *The Awakening*. For the End-of-Unit Assessment, students engage in a formal evidence-based discussion in response to the following prompt: Who or what bears the most responsibility for the tragic conclusion of *The Awakening*?

File: 11.4.2 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

## Literacy Skills and Habits

- Read closely for textual details
- Annotate texts to support comprehension and analysis
- Engage in productive, evidence-based discussions about texts
- Collect and organize evidence from texts to support analysis in writing
- Collect and organize evidence from texts to support analysis in discussion
- Use vocabulary strategies to define unknown words
- Independently read a text in preparation for supported analysis
- Paraphrase and quote relevant evidence from a text
- Generate and respond to questions in scholarly discourse
- Examine and analyze fiction texts for effective narrative writing technique
- Practice narrative writing techniques and skills
- Engage in the process of brainstorming, prewriting, drafting, peer review, revision, and publication of narrative writing

File: 11.4.2 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

## Standards for This Unit

File: 11.4.2 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>



## College and Career Readiness Anchor Standards for Reading

None.

### CCS Standards: Reading — Literature

RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

### CCS Standards: Reading — Informational

None.

### CCS Standards: Writing

W.11-12.2.a-f	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol>
W.11-12.3.c, d, e	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</li> <li>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>
W.11-12.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.9.a	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p>

### CCS Standards: Speaking & Listening

SL. 11-12.1.a, c, d	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
---------------------------	--

### CCS Standards: Language

L.11-12.4.a, b	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Note:** Bold text indicates targeted standards that will be assessed in the unit.

## Unit Assessments

Ongoing Assessment	
Standards Assessed	RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, W.11-12.4, W.11-12.5, W.11-12.9.a, SL.11-12.1.a, c, d
Description of Assessment	Assessments for reading lessons vary but may include informal written responses or evidence-based discussions in response to text-based questions and prompts. Additionally, students plan, draft, and peer review responses to text-based narrative writing prompts.

Mid-Unit Assessment	
Standards Assessed	RL.11-12.2, RL.11-12.3, W.11-12.2.a-f
Description of Assessment	Students write a multi-paragraph response to the following prompt: How does the development of Edna's character contribute to two interrelated central ideas in the text?

## End-of-Unit Assessment

File: 11.4.2 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Standards Assessed	RL.11-12.2, RL.11-12.3, SL.11-12.1.a, c, d
Description of Assessment	Students engage in a formal, evidence-based discussion in response to the following prompt: Who or what bears the most responsibility for the tragic conclusion of <i>The Awakening</i> ?

File: 11.4.2 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License



## Unit-at-a-Glance Calendar

File: 11.4.2 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

<http://creativecommons.org/licenses/by-nc-sa/3.0/>



Lesson	Text	Learning Outcomes/Goals
1	<i>The Awakening</i> by Kate Chopin, Chapters I-II	In this first lesson of the unit, students begin an exploration of <i>The Awakening</i> by Kate Chopin. Students read and analyze chapters I-II of <i>The Awakening</i> , in which the characters of Mr. Pontellier, Mrs. Pontellier, and Robert are introduced. Students focus on the impact of Chopin's choice to introduce Mr. Pontellier before his wife in the text. Additionally, students consider the relationships between Mr. and Mrs. Pontellier, and Mrs. Pontellier and Robert.
2	<i>The Awakening</i> by Kate Chopin, Chapter IV	In this lesson, students read and analyze chapter IV of <i>The Awakening</i> . Student analysis focuses on Chopin's use of figurative language in this chapter, specifically the compound noun "mother-woman" (p. 10). Students consider how this phrase describes one of the typical female social roles of this time, and how the tension between Edna and the idea of the "mother-woman" further develops her character.
3	<i>The Awakening</i> by Kate Chopin, Chapters V-VI	In this lesson, students continue their work with narrative writing with the introduction of a new standard, W.11-12.3.d, which requires students to incorporate precise words and phrases, telling details, and sensory language to provide a vivid picture of experiences, events, setting, and characters. Students analyze Chopin's use of detailed language in chapter VI of <i>The Awakening</i> as a model for understanding precise words and sensory language. Students brainstorm and discuss which of their narrative writing pieces from the previous unit would benefit from the incorporation of elements of W.11-12.3.d.

Lesson	Text	Learning Outcomes/Goals
4	“On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien; “The Red Convertible” from <i>The Red Convertible</i> by Louise Erdrich	In this lesson, students engage in revision and peer review of one of their narrative writing pieces from the previous unit. Student discussion focuses on the integration of standard W.11-12.3.d: use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters. Students continue to revise their narrative drafts after this initial peer discussion and review.
5	<i>The Awakening</i> by Kate Chopin, Chapter VII	In this lesson, students read and analyze chapter VII of <i>The Awakening</i> , in which Edna and Madame Ratignolle spend an afternoon together and Edna shares her intimate thoughts on her relationship with her family and her romantic history. Analysis focuses on the development of the central ideas of sense of self and societal expectations in this portion of the text.
6	<i>The Awakening</i> by Kate Chopin, Chapters X-XI	In this lesson, students read and analyze chapters X-XI of <i>The Awakening</i> , in which Edna swims for the first time and recognizes her developing affection for Robert, as well as her growing independence from her husband. Student analysis focuses on the continued development of Edna as a character in relation to both her husband and Robert.
7	<i>The Awakening</i> by Kate Chopin, Chapters XIV-XV	In this lesson, students read and analyze chapters XIV-XV of <i>The Awakening</i> , in which Edna returns from her daytrip with Robert and later learns that Robert is departing for Mexico. Student analysis focuses on the continued development and interaction of two central ideas.
8	<i>The Awakening</i> by Kate Chopin, Chapters XVII-XVIII	In this lesson, students read and analyze chapters XVII-XVIII of <i>The Awakening</i> . In this excerpt, Edna and Mr. Pontellier have an argument about societal obligations and Edna tries to destroy her wedding ring; Edna also joins the Ratignolles for dinner. Students work in small groups to discuss the development of central ideas in chapters XVII-XVIII.

File: 11.4.2 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Lesson	Text	Learning Outcomes/Goals
9	<i>The Awakening</i> by Kate Chopin, Chapters I-XIX	In this lesson, students review chapters I-XIX of <i>The Awakening</i> as they prepare for the Mid-Unit Assessment in the following lesson. Student groups collaborate to complete a jigsaw review activity that asks them to analyze how Edna's character development contributes to the development of two related central ideas in the text.
10	<i>The Awakening</i> by Kate Chopin, Chapters I-XIX	In this lesson, the Mid-Unit Assessment, students use textual evidence from chapters I-XIX of <i>The Awakening</i> to craft a formal, multi-paragraph response to the following prompt: How does the development of Edna's character contribute to two interrelated central ideas in the text?
11	<i>The Awakening</i> by Kate Chopin, Chapters XX-XXI; "On the Rainy River" from <i>The Things They Carried</i> by Tim O'Brien; "The Red Convertible" from <i>The Red Convertible</i> by Louise Erdrich	In this lesson, students focus on narrative writing with the introduction of a new standard: W.11-12.3.c, which requires students to use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. Students identify and analyze structural techniques, focusing on the texts from 11.4.1: "On the Rainy River" and "The Red Convertible." Additionally, students revisit the narrative writing they drafted in 11.4.1, and brainstorm ideas for how a narrative writing piece can be revised using structural techniques.
12	"On the Rainy River" from <i>The Things They Carried</i> by Tim O'Brien; "The Red Convertible" from <i>The Red Convertible</i> by Louise Erdrich	In this lesson, students engage in peer review and revision of their narrative writing pieces from the previous lesson. Students peer review and revise their drafts for the structural techniques described in standard W.11-12.3.c.

File: 11.4.2 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

Lesson	Text	Learning Outcomes/Goals
13	<i>The Awakening</i> by Kate Chopin, Chapters XXII-XXIV	In this lesson, students read and analyze chapters XXII-XXIV of <i>The Awakening</i> . In these chapters, Mr. Pontellier consults a physician about Edna's changing behavior and mood before leaving on a lengthy trip, and Edna's father visits the Pontellier family. Students independently identify and analyze evidence of how the central ideas interact and build on one another in this excerpt of the text.
14	<i>The Awakening</i> by Kate Chopin, Chapters XXV-XXVIII	In this lesson, students analyze chapters XXV-XXVIII of <i>The Awakening</i> , in which Edna's relationship with Alcée Arobin develops and Edna decides to move out of the home she shares with her family. Students consider Edna's character development in relation to the development of two interrelated central ideas and apply their analysis independently in a written response at the beginning of the lesson. This response informs students' participation in a whole-class discussion that follows.
15	<i>The Awakening</i> by Kate Chopin, Chapters XXIX-XXXI	In this lesson, students read and analyze chapters XXIX-XXXI of <i>The Awakening</i> , in which Edna throws a dinner party and then moves out of her husband's home. Student analysis focuses on story elements and how the related elements contribute to Edna's character development. Students discuss their observations and analysis in small groups after independently completing an Evidence Collection Tool.
16	<i>The Awakening</i> by Kate Chopin, Chapters XXXIII-XXXIV	In this lesson, students read and analyze chapters XXXIII-XXXIV of <i>The Awakening</i> , in which Mr. Pontellier learns of his wife's decision to move out and Robert returns from Mexico and dines with Edna at the "pigeon house." Students consider in writing and a whole-class discussion how Robert's return impacts Edna's character development.

Lesson	Text	Learning Outcomes/Goals
17	<i>The Awakening</i> by Kate Chopin, Chapters XXXV-XXXVI	In this lesson, students read and analyze chapters XXXV-XXXVI of <i>The Awakening</i> , in which Edna and Robert finally confess their feelings for each other. Student analysis focuses on how the central ideas of societal expectations and Edna's sense of self build on one another and interact over the course of <i>The Awakening</i> . At the end of the lesson, using a fishbowl method for discussion, students engage in a critical dialogue about the text in response to the following prompt: How do central ideas that have been developed over the course of the text interact and build on one another in this excerpt?
18	<i>The Awakening</i> by Kate Chopin, Chapters XXXVIII-XXXIX	In this lesson, students read and analyze chapters XXXVIII-XXXIX of <i>The Awakening</i> , in which Robert leaves and Edna returns to Grand Isle for a final swim. Student analysis focuses on Chopin's choices in concluding the text and how those choices contribute to the meaning and aesthetic impact of the narrative.
19	"On the Rainy River" from <i>The Things They Carried</i> by Tim O'Brien, pages 57-58; "The Red Convertible" from <i>The Red Convertible</i> by Louise Erdrich, page 10; <i>The Awakening</i> by Kate Chopin, pages 127-128	In this lesson, students continue their work with narrative writing with the introduction of a new substandard: W.11-12.3.e, which requires students to provide a conclusion to their narrative writing. Students participate in a collaborative jigsaw discussion activity, analyzing the conclusions from the three module texts in regards to W.11-12.3.e. Students engage in a brainstorming and prewriting activity as they consider how to craft a new conclusion to one of the module's three texts.

Lesson	Text	Learning Outcomes/Goals
20	“On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien; “The Red Convertible” from <i>The Red Convertible</i> by Louise Erdrich; <i>The Awakening</i> by Kate Chopin	In this lesson, students engage in a peer review and revision process of their text-based narrative writing piece from the previous lesson. Students peer review and revise for the standard W.11-12.3.e, crafting conclusions that follow from and reflect upon what is experienced, observed, or resolved over the course of the narrative.
21	<i>The Awakening</i> by Kate Chopin	In this lesson, students analyze the entire text of <i>The Awakening</i> in preparation for the End-of-Unit Assessment in the following lesson. Students work in pairs to identify evidence to support a claim in response to the End-of-Unit Assessment prompt: Who or what bears the most responsibility for the tragic conclusion of <i>The Awakening</i> ? Student analysis focuses on identifying characters or societal expectations that are responsible for the tragic conclusion of the text using the 11.4.2 End-of-Unit Evidence Collection Tool.
22	<i>The Awakening</i> by Kate Chopin	In this last lesson of the unit, students complete the End-of-Unit Assessment by engaging in an evidence-based discussion in response to the following prompt: Who or what bears the most responsibility for the tragic conclusion of <i>The Awakening</i> ? Students make a claim about who or what bears the most responsibility for the tragic conclusion of <i>The Awakening</i> . Students rely on their reading and analysis of <i>The Awakening</i> to support their claim, considering the complexity of the central ideas of the text as well as the development of characters.

## Preparation, Materials, and Resources

### Preparation

- Read and annotate *The Awakening* by Kate Chopin.
- Review the Short Response Rubric and Checklist.

File: 11.4.2 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License

- Review the 11.4 Narrative Writing Rubric and Checklist.
- Review the 11.4 Speaking and Listening Rubric and Checklist.
- Review the 11.4.2 Mid-Unit and End-of-Unit Text Analysis Rubrics and Checklists.
- Review all unit standards and post in classroom.

### Materials and Resources

- Copies of *The Awakening* by Kate Chopin; “On the Rainy River” from *The Things They Carried* by Tim O’Brien; and “The Red Convertible” from *The Red Convertible* by Louise Erdrich
- Writing utensils including pencils, pens, markers, and highlighters
- Chart paper
- Methods for collecting student work: student notebooks, folders, etc.
- Access to technology (if possible): interactive whiteboard, document camera, and LCD projector, computers for individual students (for word processing and blogging narrative writing)
- Self-stick notes for students
- Copies of handouts and tools for each student: see materials list in individual lesson plans
- Copies of the Short Response Rubric and Checklist
- Copies of the 11.4 Narrative Writing Rubric and Checklist
- Copies of the 11.4 Speaking and Listening Rubric and Checklist
- Copies of 11.4 Common Core Learning Standards Tool
- Copies of the Mid-Unit and End-of-Unit Text Analysis Rubrics and Checklists
- Copies of the Peer Review Accountability Tool
- Copies of the Central Ideas Tracking Tool (optional)

File: 11.4.2 Unit Overview Date: 10/31/14 Classroom Use: Starting 11/2014

© 2014 Public Consulting Group. This work is licensed under a

Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License