

11.4.2 Lesson 17

Introduction

In this lesson, students read and analyze chapters XXXV-XXXVI of *The Awakening* (from “The morning was full of sunlight and hope” to “the longing to hold her and keep her”), in which Edna and Robert finally confess their feelings for each other. Students discuss their observations and analysis in small groups. 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 *The Awakening*. 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?

For homework, students read and annotate chapters XXXVII-XXXIX of *The Awakening*, identifying and defining unknown vocabulary, and responding briefly in writing to a prompt.

File: 10.4.2 Lesson 17 Date: 10/31/14 Classroom Use: Starting 11/2014

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Standards

| Assessed Standard(s) | |
|-----------------------|--|
| 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 produce a complex account; provide an objective summary of the text. |
| 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> |
| Addressed Standard(s) | |
| 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> |

Assessment

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Assessment(s)

Student learning is assessed via a whole-class discussion at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How do central ideas that have been developed over the course of the text interact and build on one another in this excerpt?
- Students will be evaluated using the relevant portions of the 11.4 Speaking and Listening Rubric.

High Performance Response(s)

A High Performance Response should:

- Determine at least two central ideas in the text (e.g., societal expectations and sense of self).
- Analyze how these central ideas interact and build on one another in chapters XXXV-XXXVI
(e.g., During Robert and Edna's conversation, Edna expresses her sense of self and rejects societal expectations around marriage and love. When Edna tells Robert, "I give myself where I choose," she acknowledges her identity and independence, expressing that she belongs to herself and no one else (p. 119). This statement also shows a rejection of the societal expectation that a wife belongs to her husband, a societal expectation that Edna considers to be "very, very foolish" (p. 119). In chapter XXXVI, Edna finally acknowledges aloud the thoughts and ideas she has been developing throughout *The Awakening* regarding her own self-awareness and rejection of societal expectations.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- despondency (n.) - depression of spirits from loss of courage or hope; dejection
- recapitulated (v.) - reviewed by a brief summary, as at the end of a speech or discussion
- torpid (adj.) - inactive or sluggish
- dissipation (n.) - mental distraction; amusement
- subterfuges (n.) - tricks, especially used to hide, avoid, or get something
- disclosures (n.) - exposures; revelations
- cur (n.) - a low, bad, or disliked dog

Vocabulary to teach (may include direct word work and/or questions)

- None.

Additional vocabulary to support English Language Learners (to provide directly)

- speculations (n.) - activities in which someone buys and sells things
- insurmountable (adj.) - impossible to solve or get control of
- evasiveness (n.) - dishonesty or indirectness
- whim (n.) - a sudden wish, desire, decision, etc.
- astonished (adj.) - feeling or showing great surprise or wonder
- indifferent (adj.) - not interested in or concerned about something
- resolve (n.) - a strong determination to do something

Lesson Agenda/Overview

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| Student-Facing Agenda | % of Lesson |
|---|--|
| Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.2, SL.11-12.1.a, c, d, W.11-12.9.a Text: <i>The Awakening</i> by Kate Chopin, Chapters XXXV-XXXVI | |
| Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Fishbowl Discussion 5. Closing | <ol style="list-style-type: none"> 1. 5% 2. 15% 3. 25% 4. 50% 5. 5% |

Materials

- Student copies of the Central Ideas Tracking Tool (refer to 11.4.2 Lesson 5) (optional)—students may need additional blank copies
- Student copies of the 11.4 Speaking and Listening Rubric and Checklist (refer to 11.4.1 Lesson 3)

Learning Sequence

| How to Use the Learning Sequence | |
|----------------------------------|---|
| Symbol | Type of Text & Interpretation of the Symbol |
| 10% | Percentage indicates the percentage of lesson time each activity should take. |
| no symbol | Plain text indicates teacher action. |
| | Bold text indicates questions for the teacher to ask students. |
| | <i>Italicized text indicates a vocabulary word.</i> |
| ▶ | Indicates student action(s). |
| ☞ | Indicates possible student response(s) to teacher questions. |
| ⓘ | Indicates instructional notes for the teacher. |

Activity 1: Introduction of Lesson Agenda

5%

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Begin by reviewing the agenda and the assessed standards for this lesson: RL.11-12.2 and SL.11-12.a,

c, d. In this lesson, students continue to read and analyze *The Awakening*, considering how two or more central ideas from throughout the text interact and build on one another in chapters XXXV-XXXVI. Students discuss their analysis and observations in small groups before participating in a fishbowl class discussion for the lesson assessment.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct student pairs to take out their responses to the previous lesson's homework assignment. (Read and annotate chapters XXXV-XXXVI of *The Awakening* (from "The morning was full of sunlight and hope" to "the longing to hold her and keep her")). Instruct students to form pairs to discuss their responses.

- Student pairs discuss their annotations from the previous lesson's homework.
- Student annotations may include:
 - Star near:
 - Each repetition of the word "despondency" because this seems to be an important and repeating mood of Edna's during the time that she waits for Robert to come to her (pp. 114, 115, and 116).
 - "[D]reaming of wild, impossible things, recalling men who had set their wives free," because it is interesting that Robert considers the possibility of Edna being "set free" by her husband as a situation that is "wild" or "impossible" (p. 119).
 - Exclamation point near:
 - "I suppose this is what you would call unwomanly; but I have got into a habit of expressing myself" because this phrase reveals that it is "unwomanly" for a woman to express her inner thoughts and feelings in this society (p. 117).
 - "She leaned over and kissed him" (p. 118) because this is the first time Edna and Robert kiss in the text, and Edna initiates the kiss with Robert, which is a bold, possibly "unwomanly," action for her to take (p. 117).
 - A question mark near:
 - "His face grew a little white" because Robert's reaction to Edna's statements seems unusual, as he reacts with fear or astonishment (p. 119).
 - "Madame had been taken sick" because it is unclear what is making Madame Ratignolle sick (p. 120).

- This annotation supports students' engagement with W.11-12.9.a, which addresses the use of textual evidence in writing.
-

Instruct student pairs to share and discuss the vocabulary words they identified and defined in the previous lesson's homework.

- Students may identify the following words: *despondency*, *recapitulated*, *torpid*, *dissipation*, *subterfuges*, *disclosures*, and *cur*.
 - **Differentiation Consideration:** Students may also identify the following vocabulary: *speculations*, *insurmountable*, *evasiveness*, *whim*, *astonished*, *indifferent*, and *resolve*.
 - Definitions are provided in the Vocabulary box in this lesson.
-

Instruct students to talk in pairs about how they applied a focus standard to their Accountable Independent Reading (AIR) texts. Select several students (or student pairs) to explain how they applied a focus standard to their AIR texts.

- Students (or student pairs) discuss and share how they applied a focus standard to their AIR texts from the previous lesson's homework.

Activity 3: Reading and Discussion

25%

Instruct students to form small groups. Post or project the questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss.

- This activity differs from previous lessons' reading and discussion activities by allowing students more independence in analyzing the text before the lesson assessment. For the reading and text analysis in this lesson, students work in small groups through a series of guiding questions to analyze how two or more central ideas interact and develop in this excerpt. Students then discuss evidence and analysis in a fishbowl discussion assessment.
- **Differentiation Consideration:** Consider instructing students to track central ideas using the Central Ideas Tracking Tool.
- **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

How do the central ideas of sense of self and societal expectations interact and build on one another in chapters XXXV-XXXVI?

Instruct student groups to reread chapters XXXV-XXXVI in *The Awakening* (from “The morning was full of sunlight and hope” to “the longing to hold her and keep her”) and answer the following questions before sharing out with the class.

- Consider providing students with chart paper to record their observations and evidence during these small-group discussions; students may then use the chart paper to share their observations during the whole-class discussion.

How do Edna’s thoughts and actions, in relation to Robert and Arobin, interact and build on one another in chapter XXXV?

- Students responses may include:
 - Edna goes through a series of mood changes in chapter XXXV. She moves from a feeling of “sunlight and hope” (p. 114), in which she imagines Robert will come to visit her right away, into a feeling of “disappoint[ment]” (p. 115). She continues this cycle of moods “each morning ... and each night,” and seems to be stuck in this cycle until she engages with Arobin again “one night” (p. 115).
 - Edna spends one evening with Arobin and goes driving with him when he “[urges] her to,” but otherwise does not seem to care much for him (p. 115). She seems to be waiting for Robert, but by the end of chapter XXXV she seems indifferent and has “no despondency ... [or] hope” left (p. 116). Her interactions with Arobin, both physical and emotional, seem empty.
 - Edna’s thoughts and actions focus on Robert and “how delicious it would be to have him there with her” (p. 114). Even though she does not hear from Robert and does hear from her husband, her children, and her lover Arobin, Edna thinks only of Robert. Edna responds well to the various letters she receives from her children and her husband, but “made no reply” to the letter from Arobin (p. 115). Despite all her thinking about Robert, Edna wants him to take the initiative to come to her: “she avoided any occasion which might throw her in his way” (p. 115). Edna waits for Robert to make the next move.
- **Differentiation Consideration:** Consider posing the following scaffolding questions to support discussion:

How does Edna’s response to the letters she receives develop a central idea of the text?

- Edna’s response to the letters she receives develops the idea of sense of self and the idea of societal expectations. Edna has no “fixed design” in her correspondence with her husband, and replies because the letters are “pleasing to her” and not because she feels that she has to, or because of any societal expectations (p. 115).

How do Edna's interactions with Arobin impact her character development in chapter XXXV?

- Even though Arobin thinks that, like a flower, Edna is “unfold[ing] under his delicate sense of her,” Edna does not seem to care about Arobin anymore and is completely focused on Robert (p. 116). She “ma[kes] no reply” to Arobin’s note and goes driving with him when he “urged her to,” but otherwise does not seem to care much for him emotionally (p. 115). She seems to be waiting for Robert, but by the end of chapter XXXV, she has “no despondency ... [or] hope” left (p. 116). Her interactions with Arobin, both physical and emotional, seem empty and leave Edna indifferent.

How does the idea of freedom develop throughout Edna and Robert’s conversation? How does the idea of being “free” (p. 119) interact with, or build on, another central idea of the text?

- Student responses may include:
 - Robert’s idea of freedom remains in line with the societal expectations of the time, in which the wife is the husband’s property; he recalls “‘men who had set their wives free’” (p. 119). According to Edna’s new thinking, her freedom is connected to her sense of self and is an important part of how she understands her own thinking and actions.
 - Robert’s idea of freedom includes a wife being released from marriage by her husband, and he reiterates this multiple times, saying “‘you were not free, you were Léonce Pontellier’s wife’” (p. 119). Edna scoffs at Robert’s concept of freedom and calls him “foolish” because according to Edna she is “‘no longer one of Mr. Pontellier’s possessions’” and she “‘give[s] [her]self where [she] choose[s]’” (p. 119).
 - Edna’s statement, “‘I give myself where I choose’” expresses a desire for freedom, and seems to be a full rejection of the societal expectations around marriage and relationships (p. 119). However, when Edna states, “‘It was you who awoke me last summer,’” she chooses to give herself to Robert and gives Robert the credit for her awakening and self-discovery (p. 120). Edna’s choice to give credit to Robert for her awakening complicates Edna’s sense of self because she seems to want to give herself to Robert, but earlier in the text she states that “‘[she] wouldn’t give [her]self’” (p. 53). It seems like Edna understands herself and desires a kind of complete freedom, but in this conversation she longs to have Robert be “‘everything’” (p. 120) to and for her, which seems to contradict her desire to be totally and wholly free, since she has previously talked about freedom as never giving herself to anyone.

- **Differentiation Consideration:** Consider posing the following scaffolding question to support discussion:

Edna says, “I give myself where I choose” (p. 119) and “It was you who awoke me last summer” (p. 120). How does the context of these statements clarify their meaning?

- Student responses should include:
 - When Edna states, “I give myself where I choose,” she responds to Robert’s statements about wishing Mr. Pontellier would “free” Edna (p. 119). Edna tries to get Robert to understand she has the power to free herself. This statement seems more in line with Edna’s desire for freedom and self-awareness without the constraints of societal expectations.
 - When Edna states, “It was you who awoke me last summer,” it is during a private moment of intimacy between Edna and Robert in which she tries to express her love for Robert (p. 120). This statement represents Edna’s decision to “give [her]self” to Robert, even though for Edna to marry another man does not resolve her desire for freedom (p. 119).

Circulate to provide support during small-group discussion.

Lead a brief whole-class discussion of student responses.

Activity 4: Fishbowl Discussion

50%

Provide students with the lesson assessment prompt:

How do central ideas that have been developed over the course of the text interact and build on one another in this excerpt?

- Display the prompt for students to see, or provide the prompt in hard copy.

Transition the class into two equal groups by forming two circles: one inner circle and one outer circle. Explain to students how the fishbowl discussion works: the inner circle is the discussion group, while the outer circle listens and takes notes on the inner group’s discussion. Following the first round of discussion, the groups switch places, and the process repeats. Inform students that this fishbowl discussion comprises their lesson assessment.

- Consider reminding students of their previous work with SL.11-12.1.a, as this discussion requires that students have come to class having read the material and asks them to explicitly draw on evidence from the text to support their discussion.

- Consider reminding students of their previous work with SL.11-12.1.c, as this discussion requires that students pose and respond to questions, and qualify or justify their own points of agreement and disagreement with other students.
- Consider reminding students of their previous work with SL.11-12.1.d, as this discussion requires that students seek to understand and respond thoughtfully to diverse perspectives in order to deepen the investigation of their position and observations.

Instruct students to use the relevant portions of the 11.4 Speaking and Listening Rubric and Checklist to guide their discussion. Remind students they will be self-assessing their discussions after the fishbowl discussion.

- If necessary, consider reviewing the protocols and instructions for this activity. Explain that while in the outer circle, students should take notes about when someone makes an especially clear point, supports his or her point with strong evidence, responds thoughtfully to someone else's point of view, or actively incorporates others into the discussion. Students should also make note of how the use of any of these skills could be improved. Students share these notes with the inner circle after the 5-minute discussion.
 - Students in the inner circle begin the discussion, posing questions and using evidence to support their answers. Students in the outer circle take notes to share in the second half of the discussion.
- **Differentiation Consideration:** If students could benefit from more support during discussion, consider calling on students, posing direct questions, and facilitating dialogue. Additionally, consider providing the following scaffolding question to support students' analysis and discussion:

How do two or more central ideas develop throughout Edna and Robert's conversation?

- Student responses may include:
 - Edna and Robert's conversation develops the central idea of sense of self, as Edna asserts her self-possession, because she is "no longer one of Mr. Pontellier's possessions" (p. 119). Edna maintains that she is no longer an object to be passed between men, as she "give[s] [her]self where [she] choose[s]" (p. 119).
 - Edna and Robert's conversation develops the central idea of societal expectations. Robert reveals that he desires to make Edna "[his] wife" (p. 119). Robert "recall[s] men who had set their wives free," and wants Edna to be freed from her current marriage to enter into a marriage with him. Even though Robert loves Edna, he still believes in the societal expectations from which Edna is trying to break free (p. 119).

Instruct students in the outer circle to share at least one question or response to a question from a student in the inner circle, and share something new they learned as a result of the

discussion. Ask students to note the strong points of the discussion and where the discussion could have been stronger.

- Students in the outer circle share one question or response as well as one idea they learned as a result of the discussion. Students in the inner circle listen.

Repeat this activity, moving students from the outer circle to the inner circle.

- Student groups switch places and repeat the fishbowl discussion process.
- See the High Performance Response at the beginning of this lesson.

Instruct students to self-assess their mastery of the speaking and listening norms and expectations for SL.11-12.1.a, c, d. Instruct students to use the 11.4 Speaking and Listening Rubric and Checklist to assess their own application of these skills in their fishbowl discussion. Also, instruct students to provide a 1-2 sentence explanation of the self-assessment.

- Students self-assess their speaking and listening skills for SL.11-12.1.a, c, d.

Activity 5: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate chapters XXXVII-XXXIX of *The Awakening* (from “Edna looked in at the drug store” to “musky odor of pinks filled the air”). Direct students to box any unfamiliar words from chapters XXXVII-XXXIX and look up their definitions. Instruct them to choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

Additionally, instruct students to respond briefly in writing to the following prompt:

How does Edna’s experience at the Ratignolles impact her character development?

- Students follow along.

Homework

Read and annotate chapters XXXVII-XXXIX of *The Awakening* (from “Edna looked in at the drug store” to “musky odor of pinks filled the air”). Box any unfamiliar words from chapters XXXVII-XXXIX and look up their definitions. Choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

Respond briefly in writing to the following prompt:

How does Edna's experience at the Ratignolles impact her character development?

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Model Central Ideas Tracking Tool (Optional)

| | | | | | |
|------------------|--|-------------------|--|------------------|--|
| Name : | | Class : | | Date : | |
|------------------|--|-------------------|--|------------------|--|

Directions: Identify two or more central ideas that you encounter throughout the text. Trace the development of those ideas by noting how they build on one another and interact over the course of the text. Cite textual evidence to support your work.

Text: *The Awakening* by Kate Chopin, Chapters XXXV-XXXVI

| Page # | Central Ideas | Notes and Connections |
|--------------------------|---------------|---|
| Pages 114, 117, 119, 120 | Sense of self | <p>Edna reflects on her thoughts and feelings regarding Robert and tries to reason with herself to create the sense of self she wants: “if she could but get that conviction firmly fixed in her mind, what mattered about the rest?” (p. 114).</p> <p>Edna assumes Robert will think she is “unwomanly” for “expressing [her]self,” but this thinking is part of her new identity (p. 117).</p> <p>Edna tells Robert “I give myself where I choose,” articulating her new self-awareness that she belongs to herself and no one else (p. 119).</p> <p>Edna credits Robert with initiating her awakening or developing self-awareness, saying, “It was you who awoke me last summer” (p. 120). With this statement, Edna demonstrates that she is aware that she has changed since last summer.</p> |

| | | |
|----------------------------|------------------------------|--|
| <p>Pages 115, 117, 119</p> | <p>Societal expectations</p> | <p>Edna avoids societal expectations in her role as a wife when she “answered her husband[’s letter] with friendly evasiveness,” as she pretends or ignores the fact that she has not been faithful to her husband (p. 115).</p> <p>When Edna claims, “I have got into a habit of expressing myself. It doesn’t matter to me, and you may think me unwomanly if you like,” she directly opposes any sort of societal expectation (p. 117). Edna stands resolute that she will talk freely and candidly even if society deems it “unwomanly” (p. 117).</p> <p>Edna rejects the societal expectations of being a wife by claiming she belongs to herself, that she “give[s] [her]self where [she] choose[s],” implying that she does not belong to her husband or anyone else.</p> |
|----------------------------|------------------------------|--|