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| 11.4.2 | Lesson 2 |

# Introduction

In this lesson, students read and analyze chapter IV of *The Awakening* (from “It would have been a difficult matter” to “being astonished, and concluded that wonders would never cease”), in which the narrator describes Edna’s social position in relation to her husband’s community and the women in that community. 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. Student learning is assessed via a Quick Write at the end of the lesson: How does figurative language in chapter IV contribute to the development of Edna’s character?

For homework, students read and annotate chapters V and VI of *The Awakening*, as well as identify and define unfamiliar vocabulary. Additionally, students continue their Accountable Independent Reading (AIR) through the lens of a focus standard of their choice.

# Standards

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| Assessed Standard(s) | |
| 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.) |
| Addressed Standard(s) | |
| W.11-12.9.a | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply *grades 11–12 Reading standards* 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”). |
| L.11-12.4.a | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.   1. 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. |
| L.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

# Assessment

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| Assessment(s) |
| Student learning is assessed via a Quick Write 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 does figurative language in chapter IV contribute to the development of Edna’s character? |
| High Performance Response(s) |
| A High Performance Response should:   * Identify examples of figurative language in the excerpt (e.g., Chopin uses the compound words “mother-tots” and “mother-woman” to describe the expected behavior and roles of mothers and children in the setting of her novel (p. 10).). * Analyze how this figurative language contributes to the development of Edna’s character (e.g., Since Edna “was not a mother-woman” and her children “prevailed against the other mother-tots,” Chopin implies that Edna and her children do not conform to the expectations of their society (p. 10). They are different or unusual in a negative way, since Edna’s husband sees her behavior as an example of “his wife fail[ing] in her duty toward their children” (p. 10). Also, “mother-women” are compared to “angels,” and since Edna is not a mother-woman, the implication is that she is not an angel either (p. 10). She does not uphold the expected social standards for women in her society.). |

# Vocabulary

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| Vocabulary to provide directly (will not include extended instruction) |
| * evinced (v.) – showed clearly * reproached (v.) – found fault with * tacit (adj.) – understood without being openly expressed * upbraiding (v.) – finding fault with or reproaching severely * lamenting (v.) – feeling or expressing sorrow or regret for * imploring (v.) – begging urgently or piteously for * encumbrance (n.) – something burdensome, useless, or superfluous * efface (v.) – to make (oneself) inconspicuous; withdraw (oneself) modestly or shyly * brute (n.) – a brutal, insensitive, or crude person * iota (n.) – a very small quantity * unamiable (adj.) – unfriendly * impervious (adj) – incapable of being injured or impaired * prudery (n.) – excessive propriety or modesty in speech, conduct, etc. * droll (adj.) – amusing in an odd way |
| Vocabulary to teach (may include direct word work and/or questions) |
| * embodiment (n.) – someone or something that is a perfect representative or example of a quality, idea, etc. |
| Additional vocabulary to support English Language Learners (to provide directly) |
| * anecdotes (n.) – short stories about interesting or funny events or occurrences * bank notes (n.) – pieces of paper money * existence (n.) – the state of continuing to be or to live * habitual (adj.) – done regularly or repeatedly * monotonous (adj.) – used to describe something that is boring because it is always the same * foregoing (adj.) – the things that have just been mentioned * oppression (n.) – the feeling of being heavily burdened, mentally or physically, by troubles, adverse conditions, anxiety, etc. * abundance (n.) – a large amount of something * perceived (v.) – noticed or became aware of (something) * subsequent (adj.) – happening or coming after something else * apt (adj.) – likely to do something * prevailed (v.) – defeated an opponent, especially in a long or difficult contest * brood (n.) – the children in someone’s family * idolized (v.) – loved or admired (someone) very much or too much * bygone (adj.) – from a time in the past * heroine (n.) – a woman who is admired for great or brave acts or fine qualities * mite (n.) – a very small amount * diminutive (adj.) – very small * anticipating (v.) – thinking of (something that will or might happen in the future) * meditations (n.) – the act or process of spending time in quiet thoughts * reconciling (v.) – finding a way of making (two different ideas, facts, etc.) exist or be true at the same time * chastity (n.) – purity; lack of guilt or evil thoughts * cease (v.) – to stop happening |

# Lesson Agenda/Overview

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| Student-Facing Agenda | % of Lesson |
| **Standards & Text:**   * Standards: RL.11-12.3, RL.11-12.4, W.11-12.9.a, L.11-12.4.a, L.11-12.5 * Text: *The Awakening* by Kate Chopin, Chapter IV |  |
| **Learning Sequence:**   1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Closing | 1. 5% 2. 25% 3. 55% 4. 10% 5. 5% |

# Materials

* Student copies of the Short Response Rubric and Checklist (refer to 11.4.1 Lesson 1)

# Learning Sequence

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| 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.** |
| *Italicized text indicates a vocabulary word.* |
| ⏵ | 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%

Begin by reviewing the agenda and the assessed standards for this lesson: RL.11-12.3 and RL.11-12.4. In this lesson, students continue reading and analyzing *The Awakening,* focusing on how the use of figurative language in chapter IV develops the character of Edna Pontellier.

* Students look at the agenda.

Activity 2: Homework Accountability 25%

Instruct students to take out their responses to the previous lesson’s homework assignment. (Read and annotate chapter III of *The Awakening* (from “It was eleven o’clock that night when Mr. Pontellier returned” to “forced to admit that she knew of none better”)). Instruct students to form pairs to discuss their responses.

* Student pairs discuss their annotations from the previous lesson’s homework.
* Student annotations may include:
* Exclamation point near:
* “He thought it very discouraging that his wife … evinced so little interest in things which concerned him” because it seems absurd that Mr. Pontellier expects his wife to show great interest in what he is saying in the middle of the night (p. 7).
* “Such experiences as the foregoing were not uncommon in her married life” because the regularity of the Pontelliers’ middle-of-the-night arguments seems to be an important revelation about their marriage (p. 8).
* Star near “She liked money as well as most women, and accepted it with no little satisfaction,” because it is interesting that Edna takes money from her husband with “no little satisfaction” right after they just had an argument (p. 9).
* This annotation supports students’ engagement with W.11-12.9.a, which addresses the use of textual evidence in writing.

Lead a brief whole-class discussion of student responses.

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: *evinced, reproached, tacit, upbraiding, lamenting,* and *imploring.*
* **Differentiation Consideration:** Students may also identify the following vocabulary: *anecdotes, bank notes, existence, habitual, monotonous, foregoing, oppression,* and *abundance.*
* Definitions are provided in the Vocabulary box in this lesson.

Instruct students to talk in pairs about their response to the homework prompt (How do events and specific details in chapter III further develop the relationship between Mr. Pontellier and Edna?).

* Student responses may include:
* The interaction between Mr. Pontellier and Edna in chapter III further develops the idea that they are not very close, since they have differing opinions on Raoul’s health: “Mrs. Pontellier was quite sure Raoul had no fever … Mr. Pontellier was too well acquainted with fever symptoms to be mistaken” (p. 7). Also, Mr. Pontellier wakes his wife up when he gets home, then is “discourage[ed]” when she is not interested in what he talks about (p. 7).
* Mr. Pontellier considers Edna to be the “sole object of his existence,” which reinforces the idea that he thinks she is his property (p. 7). Mr. Pontellier seems to value providing for his family “with his brokerage business,” and wants his wife to fulfill the “mother’s place” in the family as the primary caretaker of their children (p. 8). He becomes very angry with Edna for not taking care of the children the way he expects her to.
* Mr. Pontellier and Edna do not seem to have a very happy marriage. When Edna begins to cry, she thinks this is “not uncommon in her married life” (p. 8). It has probably happened before, though this is the first time Edna feels “oppression” as a result (p. 8). In the past, Mr. Pontellier’s “kindness and … uniform devotion” had outweighed these feelings; something is different about this argument from the ones they have had in the past (p. 8).

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion 55%

Instruct students to form small groups. Post or project each set of questions below for students to discuss.

Instruct student groups to read and annotate pages 10–12 of *The Awakening* (from “It would have been a difficult matter” to “astonished, and concluded that wonders would never cease”).

* This annotation supports students’ engagement with W.11-12.9.a, which addresses the use of textual evidence in writing.
* **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

How does the description “Mrs. Pontellier was not a mother-woman” further develop the character of Mrs. Pontellier (p. 10)?

Instruct student groups to reread from “It would have been a difficult matter” to “that hair must be parted and brushed” (p. 10) and answer the following questions before sharing out with the class.

Provide students with the following definition: *encumbrance* means “something burdensome, useless, or superfluous.”

* Students write the definition of *encumbrance* on their copies of the text or in a vocabulary journal.
* **Differentiation Consideration:** Consider providing students with the following definitions: *perceived* means “noticed or became aware of (something),” *subsequent* means “happening or coming after something else,” *apt* means “likely to do something,” *prevailed* means “defeated an opponent, especially in a long or difficult contest,” *brood* means “the children in someone’s family,” and *idolized* means “loved or admired (someone) very much or too much.”

Students write the definitions of *perceived, subsequent, apt*, *prevailed, brood,* and *idolized* on their copies of the text or in a vocabulary journal.

What does the description of the Pontellier boys at play suggest about the typical, or expected, behavior of children in Edna’s society?

* The Pontellier boys seem to behave in the opposite way of what is the expected behavior of young children at this time. Unlike the other children, the Pontellier boys are “not apt to rush crying into [their] mother’s arms” when they are hurt and often “stood their ground in childish battles,” exhibiting more independence than the “other mother-tots” (p. 10). The expected behavior of “mother-tots” shows they run to their mothers when hurt, and do not stand up for themselves.
* **Differentiation Consideration**: Consider reminding students that “mother-tot” and “mother-woman” are examples of compound words (p. 10).

Why does Mr. Pontellier believe “his wife failed in her duty toward their children” (p. 10)?

* Mr. Pontellier believes that since the Pontellier boys do not rely on their mother for comfort or to stand up for them, she has “failed” them. He thinks it is “difficult … to define,” but seems to believe that Edna does not do enough for the children, or engage with them as is expected of a mother in this setting (p. 10).

Lead a brief whole-class discussion of student responses.

Instruct student groups to reread from “In short, Mrs. Pontellier was not a mother-woman” to “as individuals and grow wings as ministering angels” (p. 10) and answer the following questions before sharing out with the class.

Provide students with the following definition: *efface* means “to make (oneself) inconspicuous; withdraw (oneself) modestly or shyly.”

* Students write the definition of *efface* on their copies of the text or in a vocabulary journal.
* **Differentiation Consideration:** Consider providing students with the following definitions: *bygone* means “from a time in the past,” *heroine* means “a woman who is admired for great or brave acts or fine qualities,” and *mite* means “a very small amount.”

Students write the definitions of *bygone, heroine,* and *mite* on their copies of the text or in a vocabulary journal.

* **Differentiation Consideration:** Consider beginning this sequence of questions with the following scaffolding question:

How does Chopin define the term “mother-women” (p. 10) in the text?

* Chopin describes “mother-women” as “women who idolized their children” and “worshiped their husbands” (p. 10). Thus, “mother-women” represent women who are defined by their roles as excellent mothers and wives.

What is the impact of Chopin’s use of figurative language in describing “mother-women” (p. 10)?

* Chopin describes “mother-women” as “angels,” and the entire description of the “mother-woman” uses religious language to define the term: “idolized,” “worshiped,” “holy,” “efface,” and “ministering angels” (p. 10). The impact of this language makes the “mother-woman” seem like a religious figure rather than a person. The “mother-woman” symbolizes the ideal version of both a mother and a woman.
* Consider drawing students’ attention to the application of L.11-12.5 through their analysis and understanding of figurative language in the text.

What is the effect of the word order in the compound “mother-woman” (p. 10)?

* In “mother-woman,” “mother” comes before “woman.” This word order implies that being a “mother” is more important than being a “woman,” or that motherhood defines a woman’s identity in this society (p. 10).

What does the description of “mother-women” (p. 10) suggest about the expectations for mothers in Edna’s society?

* The description of “mother-women” demonstrates high social expectations for mothers in this society, as if they are “ministering angels” (p. 10). Additionally, the “mother-women seemed to prevail that summer,” implying they were the majority of women and the norm for women in this society (p. 10).

Lead a brief whole-class discussion of student responses.

Instruct student groups to reread from “Many of them were delicious in the rôle” to “cut a pattern of the impervious garment” (pp. 10–11) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *brute* means “a brutal, insensitive, or crude person,” *iota* means “a very small quantity,” *unamiable* means “unfriendly,” and *impervious* means “incapable of being injured or impaired.”

* Students write the definitions of *brute, iota,* *unamiable,* and *impervious* on their copies of the text or in a vocabulary journal.
* **Differentiation Consideration:** Consider providing students with the following definitions: *diminutive* means “very small,” *anticipating* means “thinking of (something that will or might happen in the future),” and *meditations* means “the act or process of spending time in quiet thought.”

Students write the definitions of *diminutive, anticipating,* and *meditations* on their copies of the text or in a vocabulary journal.

How do the descriptions of Edna compare to the descriptions of Madame Ratignolle?

* Student responses may include:
* Compared to Mr. Pontellier’s belief that Edna “failed in her duty toward her children,”   
  Madame Ratignolle seems to be completely successful in her duty toward her children (p. 10). The narrator describes Madame Ratignolle as “the embodiment of every womanly grace and charm” and a “fair lady of our dreams” (p. 10) because she is very beautiful and talented, and spends her time “anticipating and making winter night garments” for her children (p. 11).
* Edna “could not see the use” in doing the activities that Madame Ratignolle was doing for her children, but tries to participate to seem friendly (p. 11). Even though Edna has no interest in doing the activities that Madame Ratignolle does, her “mind was quite at rest”   
  about it, and she does not seem to be concerned by their differences (p. 11). Edna seems unconcerned that she is not a “mother-woman” like her friend Madame Ratignolle (p. 10).

What does the description of Madame Ratignolle suggest about the meaning of *embodiment* in this context?

* The description of Madame Ratignolle identifies her as “one of” the “mother-women” who was “delicious in the rôle” and has “every womanly grace and charm” (p. 10), so *embodiment* must mean “a perfect example or representation of something.”
* **Differentiation Consideration:** Consider providing students with the following definition: *embodiment* means “someone or something that is a perfect representative or example of a quality, idea, etc.”
* Consider drawing students’ attention to their application of standard L.11-12.4.a through the process of using context to make meaning of a word.

Lead a brief whole-class discussion of student responses.

Instruct student groups to reread from “Robert was there, seated as he had been” through “being astonished, and concluded that wonders would never cease” (pp. 11–12) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *prudery* means “excessive propriety or modesty in speech, conduct, etc.”and *droll* means “amusing in an odd way.”

* Students write the definitions of *prudery* and *droll* on their copies of the text or in a vocabulary journal.
* **Differentiation Consideration:** Consider providing students with the following definitions: *reconciling* means “finding a way of making (two different ideas, facts, etc.) exist or be true at the same time,” *chastity* means “purity; lack of guilt or evil thoughts,”and *cease* means “to stop happening.”

Students write the definitions of *reconciling, chastity,* and *cease* on their copies of the text or in a vocabulary journal.

* **Differentiation Consideration:** Consider informing students that “condition” implies that Madame Ratignolle might be pregnant (p. 11). While not essential to student analysis in this lesson, this detail becomes important later in the novel.

How does Edna perceive herself in comparison to Creole women?

* Student responses may include:
* Edna perceives herself as “not thoroughly at home” within the Creole community (p. 12). She recognizes that Creole women have both “freedom of expression” and “lofty chastity,” so they are bold and open but also maintain superior morals and values for women in their society (p. 12).
* Edna seems more reserved or easily embarrassed than the Creole women she describes. For example, Robert stops telling a story because he could “see[] the color mount into Mrs. Pontellier’s face” (p. 11), and she hides a controversial book she is reading when “none of the others had done so” (p. 12).
* Edna “gave over being astonished” by her differences from the Creole women, and does not seem to dwell on or be particularly bothered by them (p. 12).
* Consider reminding students to use the text’s Explanatory Notes and Glossary, which support their understanding and analysis of Creole culture and details specific to the time in which the novel was written.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write 10%

Instruct students to respond briefly in writing to the following prompt:

How does figurative language in chapter IV contribute to the development of Edna’s character?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson’s vocabulary wherever possible in their written responses. Remind students to use the Short Response Rubric and Checklist to guide their written responses.

* Students listen and read the Quick Write prompt.
* Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

* Students independently answer the prompt using evidence from the text.
* See the High Performance Response at the beginning of this lesson.

Activity 5: Closing 5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate chapters V–VI of *The Awakening* (from “They formed a congenial group sitting there that summer afternoon” to “enfolding the body in its soft, close embrace”). Direct students to box any unfamiliar words from chapters V and VI 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, students should continue to read their AIR texts through the lens of a focus standard of their choice and prepare for a 3–5 minute discussion of their texts based on that standard.

* Students follow along.

# Homework

Read and annotate chapters V and VI of *The Awakening* (from “They formed a congenial group sitting there that summer afternoon” to “enfolding the body in its soft, close embrace”)*.* Box any unfamiliar words from chapters V and VI 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.

Additionally, continue to read your Accountable Independent Reading text through the lens of a focus standard of your choice and prepare for a 3–5 minute discussion of your text based on that standard.