

11.4.2

Lesson 13

Introduction

In this lesson, students read and analyze chapters XXII-XXIV of *The Awakening* (from “One morning on his way into town” to “such as she had not known before”). 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. Following a fishbowl group discussion, student learning is assessed via a Quick Write at the end of the lesson: How do two central ideas continue to interact and build on one another in chapters XXII-XXIV?

For homework, students read and annotate chapters XXV-XXVIII of *The Awakening*, as well as identify and define unfamiliar vocabulary. Additionally, students continue their Accountable Independent Reading (AIR).

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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.
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>
SL. 11-12.1.a, c	<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>

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 do two central ideas continue to interact and build on one another in chapters XXII-XXIV?

High Performance Response(s)

A High Performance Response should:

- Determine 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 XXII-XXIV (e.g., The central idea of sense of self interacts with the central idea of societal expectations in these chapters as Edna becomes more assertive about her own desires while letting go of more and more social obligations. Edna plays the part of concerned wife by “looking after [Mr. Pontellier’s] clothing, thinking about heavy underwear, quite as Madame Ratignolle would have done” (pp. 79-80). However, when Mr. Pontellier and the children finally leave and Edna is alone, she experiences “a big, genuine sigh of relief” (p. 80) because she is happy to be alone with her freedom or “her time ... completely her own” (p. 81). Edna believes that without her family around, she can invest her own time into activities that interest her, like “start[ing] anew upon a course of improving studies” (p. 81). Edna’s excitement about her family being gone shows her willingness to dismiss societal expectations, so she is free to think and act as she pleases.).

Vocabulary

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Vocabulary to provide directly (will not include extended instruction)

- pseudo (adj.) - not real or genuine
- antecedents (n.) - preceding circumstances, events, objects, styles, phenomena, etc.
- atone (v.) - to do something good as a way to show that you are sorry about doing something bad
- idiosyncrasies (n.) - characteristics, habits, mannerisms, or the like, that are peculiar to an individual
- fathom (v.) - to penetrate to the truth of; comprehend; understand
- perambulations (n.) - strolls
- bequeathed (v.) - disposed of (personal property, especially money) by last will
- coquetted (v.) - flirted lightheartedly to win admiration and affection
- wiles (n.) - tricks or stratagem intended to ensnare or deceive; beguiling or playful tricks
- filial (adj.) - of, relating to, or befitting a son or daughter
- ire (n.) - intense and usually openly displayed anger
- espoused (v.) - made one's own; adopted or embraced, as a cause
- palpitant (adj.) - affected or characterized by pulsating, quivering, throbbing, trembling
- repression (n.) - the state of being kept under control, checked, or suppressed
- pirogue (n.) - a native boat, especially an American dugout
- rapt (adj.) - deeply engrossed or absorbed
- oblivious (adj.) - unmindful; unconscious; unaware
- interpose (v.) - to place between; cause to intervene
- coercion (n.) - the use of force or intimidation to obtain obedience
- ardent (adj.) - having, expressive of, or characterized by intense feeling; passionate; fervent
- solicitous (adj.) - anxious or concerned
- larder (n.) - a supply of food
- upon her mettle (idiom) - in the position of being incited to do one's best

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

- None.

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

- eternal (adj.) - having no beginning and no end in time; lasting forever
- hereditary (adj.) - passed or able to be passed from parent to child before birth
- spectacles (n.) - things that attract attention because they are very unusual or very shocking
- recollection (n.) - something from the past that is remembered
- peculiar (adj.) - not usual or normal
- intrusion (n.) - the act or instance of coming or going into a place where you are not wanted or welcome
- profusion (n.) - a large amount of something
- devoid (adj.) - not having (something usual or expected); completely without (something)
- kittenish (adj.) - cute and playful in a way that attracts attention
- beneficent (adj.) - doing good or causing good to be done; conferring benefits; kindly in action or purpose
- fierce (adj.) - having or showing a lot of strong emotion; very strong or intense
- unrest (n.) - a restless, troubled, or uneasy state; disquiet
- labored (v.) - worked hard in order to achieve something
- lenient (adj.) - allowing a lot of freedom and not punishing bad behavior in a strong way
- endeavor (v.) - to seriously or continually try to do (something)
- welfare (n.) - the state of being happy, healthy, or successful

Lesson Agenda/Overview

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Student-Facing Agenda	% of Lesson
<p>Standards & Text:</p> <ul style="list-style-type: none"> Standards: RL.11-12.2, W.11-12.9.a, SL.11-12.1.a, c Text: <i>The Awakening</i> by Kate Chopin, Chapters XXII-XXIV 	
<p>Learning Sequence:</p> <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Independent Text Analysis 4. Fishbowl Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 20% 3. 25% 4. 35% 5. 10% 6. 5%

Materials

- Copies of the 11.4.2 Lesson 13 Evidence Collection Tool for each student
- Student copies of the 11.4 Speaking and Listening Rubric and Checklist (refer to 11.4.1 Lesson 3)
- Student copies of the Short Response Rubric and Checklist (refer to 11.4.1 Lesson 1)

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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%

Begin by reviewing the agenda and the assessed standard for this lesson: RL.11-12.2. In this lesson, students independently identify and analyze evidence of central ideas interacting and building on each other in chapters XXII-XXIV using the 11.4.2 Lesson 13 Evidence Collection Tool. Students refer to this tool to help engage in critical dialogue and analysis in a fishbowl discussion.

- Students look at the agenda.

Activity 2: Homework Accountability

20%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read and annotate chapters XXII-XXIV of *The Awakening* (from “One morning on his way into town” to “such as she had not known before”). 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 “[s]he lets the housekeeping go to the dickens” because this is not a real symptom of any kind of disease (p. 72).
 - Star near “[s]he's making it devilishly uncomfortable for me” because Mr. Pontellier worries about the effect of his wife's mood on himself (p. 73).

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- Arrow near:
 - “His coming was in the nature of a welcome disturbance; it seemed to furnish a new direction for her emotions” because Edna’s father is another man whose presence seems to change her temperament (p. 75).
 - ““I hope to heaven it isn’t Alcée Arobin”” (p. 79), because the doctor’s conversation with Mr. Pontellier confirms the answer to his question, ““Is there any man in the case?”” (p. 75) and supports the doctor’s hunch that Edna is in love with someone else.
 - “Edna and her father had a warm, and almost violent dispute upon the subject of her refusal to attend her sister’s wedding” because this argument demonstrates how Edna does not care about societal expectations like a wedding or marriage (p. 79).
 - 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: *pseudo, antecedents, atone, idiosyncrasies, fathom, perambulations, bequeathed, coquetted, wiles, filial, ire, espoused, palpitant, repression, pirogue, rapt, oblivious, interpose, coercion, ardent, solicitous, larder, and upon her mettle.*
 - **Differentiation Consideration:** Students may also identify the following words: *eternal, hereditary, spectacles, recollection, peculiar, intrusion, profusion, devoid, kittenish, beneficent, fierce, unrest, labored, lenient, endeavor, and welfare.*
 - Definitions are provided in the Vocabulary box in this lesson.
-

Instruct student pairs to take out their responses to the next part of the previous lesson’s homework assignment. (Continue to revise your narrative writing piece, based on peer feedback, and come to class prepared to discuss 1-2 revisions.) Instruct student pairs to discuss their revisions and how they incorporated the skills of W.11-12.3.c in their narrative writing pieces.

Instruct students to submit their revised narrative writing pieces after their discussion.

- Student revisions will vary depending on the narrative writing. Students should use the language of W.11-12.3.c in their discussion.

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Activity 3: Independent Text Analysis

25%

Distribute the 11.4.2 Lesson 13 Evidence Collection Tool. Explain to students that this tool is used in today's lesson to guide their fishbowl discussion in the following activity.

- Students follow along.

Instruct students to independently review chapters XXII-XXIV in *The Awakening*, and record evidence and analysis in response to the following prompt:

How do two central ideas continue to interact and build on one another in chapters XXII-XXIV?

- Students independently review the text and complete the 11.4.2 Lesson 13 Evidence Collection Tool.
- See the Model 11.4.2 Lesson 13 Evidence Collection Tool at the end of this lesson.
- This activity supports students' engagement with W.11-12.9.a, which addresses the use of textual evidence in writing.
- **Differentiation Consideration:** Consider modeling a few examples from the model 11.4.2 Lesson 13 Evidence Collection Tool to support student understanding during this activity.
- This activity differs from previous lessons' reading and discussion activities by allowing students more independence in analyzing the text before discussing their findings. For the reading and text analysis in this lesson, students work independently to identify key evidence that supports their analysis of how two central ideas continue to interact and build on one another in this excerpt of the text before discussing their analysis in a fishbowl discussion and completing a Quick Write assessment.

Activity 4: Fishbowl Discussion

35%

Post or project the following prompt:

How do two central ideas continue to interact and build on one another in chapters XXII-XXIV?

- 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.

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Instruct students to use the relevant portions of the 11.4 Speaking and Listening Rubric and Checklist to guide their discussion.

- Consider reminding students of their work with SL.11-12.1.a, which requires that students have come to class having read the materials and asks them to explicitly draw on evidence from the text to support their discussion.
- Consider reminding students of their work with SL.11-12.1.c, which requires students to pose and respond to questions based on their reasoning and evidence.
- Remind students to use their annotated text and 11.4.2 Lesson 13 Evidence Collection Tool from the previous activity to guide their 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 guiding questions for student support:

How does Edna's sense of self evolve in these chapters?

How does the central idea of societal expectations develop in these chapters?

How do the character interactions in these chapters contribute to the development of central ideas?

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

- Student groups switch places, and repeat the fishbowl discussion process.

Activity 5: Quick Write

10%

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

How do two central ideas continue to interact and build on one another in chapters XXII-XXIV?

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.

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- 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 6: Closing

5%

Display and distribute the homework assignment. For homework, instruct students to read and annotate chapters XXV-XXVIII of *The Awakening* (from “When the weather was dark and cloudy Edna could not work” to “it was not love which had held this cup of life to her lips”). Direct students to box any unfamiliar words 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 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 XXV-XXVIII of *The Awakening* (from “When the weather was dark and cloudy Edna could not work” to “it was not love which had held this cup of life to her lips”). Box any unfamiliar words from chapters XXV-XXVIII 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.

Also, 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.

11.4.2 Lesson 13 Evidence Collection Tool

Name:		Class:		Date:	
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Directions: Use this tool to identify and analyze evidence of how two central ideas continue to interact and build on each other in chapters XXII-XXIV of *The Awakening*.

Evidence of societal expectations	Evidence of sense of self	How do two central ideas continue to interact and build on one another in chapters XXII-XXIV?

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Model 11.4.2 Lesson 13 Evidence Collection Tool

Name:		Class:		Date:	
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Directions: Use this tool to identify and analyze evidence of how two central ideas continue to interact and build on each other in chapters XXII-XXIV of *The Awakening*.

Evidence of societal expectations	Evidence of sense of self	How do two central ideas continue to interact and build on one another in chapters XXII-XXIV?
<p>“I don’t want to quarrel or be rude to a woman, especially my wife ... She’s making it devilishly uncomfortable for me’ he went on nervously.” (p. 73)</p> <p>“She lets the housekeeping go to the dickens.” (p. 72)</p>	<p>“Her whole attitude—toward me and everybody and everything—has changed.” (p. 73)</p>	<p>This evidence contributes to the interaction of the central ideas of societal expectations and sense of self. As Edna becomes more assertive and takes action to be the person she wants to be, the change in her behavior comes at the expense of her expected role as a wife. Edna’s transition away from her role as a wife makes Mr. Pontellier uncomfortable, and he alleges that Edna’s transformation is affecting her obligations like the “housekeeping” (p. 72).</p>

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<p>““She won’t go to the marriage. She says a wedding is one of the most lamentable spectacles on earth.”” (p. 73)</p>	<p>““She has abandoned her Tuesdays at home, has thrown over all her acquaintances, and goes tramping about by herself, moping in the street-cars, getting in after dark.”” (p. 73)</p>	<p>The evidence contributes to the interaction of the central ideas of societal expectations and sense of self. As Edna becomes more self-aware, she expresses candor or honesty about societal obligations or ceremony that she finds silly or unimportant, such as her sister’s wedding. As Edna starts enjoying more freedom and finding her own individual routines, she grows more outspoken and non-compliant about obligations she questions such as the institution of marriage or having to follow her old ritual of ““Tuesdays at home”” (p. 73).</p>
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<p>“‘It’s a pity Mr. Pontellier doesn’t stay home more in the evenings. I think you would be more—well, if you don’t mind my saying it—more united, if he did.’” (p. 76)</p>	<p>“‘Oh! Dear no!’ said Edna, with a blank look in her eyes. ‘What should I do if he stayed home? We wouldn’t have anything to say to each other.’” (p. 76)</p>	<p>The evidence contributes to the interaction of the central ideas of societal expectations and sense of self. Madame Ratignolle, society’s version of a perfect wife and mother, encourages Edna to care more about her relationship with her husband. She even implies that Edna and Mr. Pontellier’s relationship would improve if he spent more time at home. When Edna questions what she and her husband would talk about, she questions their domestic compatibility and further demonstrates the lack of connection or passion in their relationship. As Edna’s sense of self evolves, she freely admits that she would rather be on her own than obligated to participate in societal obligations that do not provide her with pleasure.</p>
<p>“She bustled around, looking after his clothing, thinking about heavy underwear, quite as Madame Ratignolle would have done under similar circumstances.” (pp. 79-80)</p>	<p>“When Edna was at last alone, she breathed a big, genuine sigh of relief. A feeling that was unfamiliar but very delicious came over her.” (p. 80)</p>	<p>The evidence contributes to the interaction of the central ideas of societal expectations and sense of self. Edna experiences freedom for the first time when her family or social expectations are gone. Edna can only experience freedom or a “delicious” (p. 80) feeling, though, by abandoning domesticity and societal expectations.</p>

<p>“She thought a little sentimentally about Léonce and the children, and wondered what they were doing.” (p. 81)</p>	<p>“She realized that she had neglected her reading, and determined to start anew upon a course of improving studies, now that her time was completely her own to do with as she liked.” (p. 81)</p>	<p>The evidence contributes to the interaction of the central ideas of societal expectations and sense of self. Although Edna does stop to think about her husband and children, she experiences excitement about the opportunity to have free time to do as she pleases. Thus, Edna’s time alone to develop her sense of self becomes more precious to her than adhering to her responsibilities as a wife and mother.</p>
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