

## 11.4.2

## Lesson 6

## Introduction

In this lesson, students read and analyze chapters X-XI of *The Awakening* (from “At all events Robert proposed it, and there was not” to “Just as soon as I have finished my cigar”), 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. Student learning is assessed via a Quick Write at the end of the lesson: How do Edna’s interactions with Mr. Pontellier and Robert in this excerpt further develop her character?

For homework, students read and annotate chapters XII-XV of *The Awakening* and identify and define unfamiliar vocabulary. Additionally, students respond briefly in writing to a prompt about chapters XII- XIII.

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## Standards

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).
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 grades 11-12 <i>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>
L.11-12.4.a	<p>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.</p> <p>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.</p>

## Assessment

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**Assessment(s)**

Student learning is assessed via a Quick Write at the end of the lesson. Students answer the following prompt, citing textual evidence to support analysis and inferences drawn from the text.

- How do Edna's interactions with Mr. Pontellier and Robert in this excerpt further develop her character?

**High Performance Response(s)**

A High Performance Response should:

- Analyze Edna's character development concerning her interactions with Mr. Pontellier and Robert (e.g., In her interactions with Mr. Pontellier, Edna's character continues to evolve as she begins to reject the role of obedient wife when she refuses to heed his directives to go inside. She realizes that in the past she "unthinkingly" followed his directions, and does not understand "why or how she should have yielded" to his commands (p. 35). In her interactions with Robert, Edna's character becomes more confident and open. After her first swim, she asks Robert: "'Did you think I was afraid?'" to elicit a conversation (p. 32). Later, she becomes upset about his lighthearted attempt to mock her thoughts and tells him not to "'banter'" her (p. 33). The interactions with both men signal a shift in Edna's character development as she "perceive[s] that her will ... blazed up, stubborn and resistant" (p. 35). With both men, Edna begins to recognize or understand her own willpower and wants to begin acting on it by speaking candidly and behaving as she chooses.).

## Vocabulary

**Vocabulary to provide directly (will not include extended instruction)**

- solicitation (n.) - a petition or request
- dissenting (v.) - differing in sentiment or opinion, especially from the majority; disagreeing
- pretext (n.) - something that is put forward to conceal a true purpose or object
- smote (v.) - affected mentally or morally with a sudden pang
- capricious (adj.) - subject to, led by, or indicative of a sudden, odd notion or unpredictable change; erratic
- entreaty (n.) - a serious request for something

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

- banter (v.) - to speak to or address in a witty and teasing manner

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

- speculation (n.) - ideas or guesses about something that is not known
- blunder (n.) - a bad mistake made because of stupidity or carelessness
- associate (v.) - to be together with another person or group as friends, partner, etc.
- flattering (v.) - causing someone to feel pleased by showing respect, affection, or admiration
- disagreeable (adj.) - difficult to deal with; easily angered or annoyed
- genuine (adj.) - actual, real, or true; not false or fake
- intent (n.) - the thing you plan to do or achieve; an aim or purpose
- devotion (n.) - a feeling of strong love or loyalty
- significant (adj.) - large enough to be noticed or have an effect
- overestimating (v.) - thinking of (someone or something) as being greater in ability, influence, or value than that person or thing actually is
- solitude (n.) - a state or situation in which you are alone usually because you want to be
- overcome (v.) - to successfully deal with or gain control of (something difficult)
- comprehend (v.) - to understand (something, such as a difficult or complex subject)
- hammock (n.) - a type of bed that consists of a piece of cloth hung between two trees, poles, etc.
- will (n.) - a strong desire or determination to do something
- declined (v.) - said that you will not or cannot do something
- feebly (adj.) - very weakly

## Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
<b>Standards &amp; Text:</b> <ul style="list-style-type: none"> <li>Standards: RL.11-12.3, W.11-12.9.a, L.11-12.4.a</li> <li>Text: <i>The Awakening</i> by Kate Chopin, Chapters X-XI</li> </ul>	
<b>Learning Sequence:</b> <ol style="list-style-type: none"> <li>1. Introduction of Lesson Agenda</li> <li>2. Homework Accountability</li> <li>3. Reading and Discussion</li> <li>4. Quick Write</li> <li>5. Closing</li> </ol>	<ol style="list-style-type: none"> <li>1. 5%</li> <li>2. 25%</li> <li>3. 55%</li> <li>4. 10%</li> <li>5. 5%</li> </ol>

## Materials

- 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.
	<b>Bold text indicates questions for the teacher to ask students.</b>
	<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.11-12.3. In this lesson, students continue reading and analyzing *The Awakening*, chapters X-XI, focusing on how Edna's interactions with Mr. Pontellier and Robert further develop her character.

- 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 chapters VIII-XI of *The Awakening* (from “‘Do me a favor, Robert,’ spoke the pretty woman” to “‘Just as soon as I have finished my cigar’”)). 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 Mademoiselle Reisz's statement “‘You are the only one worth playing for,’” because this seems to be an important statement about how Edna is perceived by other characters in the story (p. 30).

- Question mark near “But by an effort she rallied her staggering faculties and managed to regain the land” because it is unclear what has happened to Edna in this instance (p. 32).
- Exclamation point near “Edna began to feel like one who awakens gradually out of a dream, a delicious, grotesque, impossible dream, to feel again the realities pressing into her soul,” because this statement makes it clear that Edna is changing and that the story may shift as a result (p. 36).
- 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.

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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: *solicitation, dissenting, pretext, smote, capricious, and entreaty*.
  - **Differentiation Consideration:** Students may also identify the following words: *speculation, blunder, associate, flattering, disagreeable, genuine, intent, devotion, significant, overestimating, solitude, overcome, comprehend, hammock, will, declined, and feebly*.
  - Definitions are provided in the Vocabulary box in this lesson.
- 

Post or project the questions below for student pairs to discuss.

- The questions below focus on chapters VIII and IX only; students analyze chapters X and XI in the following Reading and Discussion activity.

**What does the interaction between Madame Ratignolle and Robert in chapter VIII further demonstrate about Edna?**

- Madame Ratignolle worries that Edna will “‘make the unfortunate blunder of taking [Robert’s affections] seriously’”; she worries about Edna’s integrity as a wife and mother (p. 23). She points out that Edna “‘is not like us,’” meaning that Edna is not a Creole, and thus from a different culture (p. 23). Where other Creole women enjoy Robert’s attention “‘as a feature of an amusing programme,’” Edna might misunderstand Robert’s actions as “‘convincing’” because she is different than the other Creole women (p. 23).

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- **Differentiation Consideration:** To extend student analysis in this portion of the text, consider asking the following question:

**What might Robert's reaction to Madame Ratignolle's request indicate about his feelings toward Edna?**

- Robert seems offended when Madame Ratignolle asks him to “[d]o [her] a favor” and “let Mrs. Pontellier alone” (p. 22). Instead of addressing her request, he at first accuses her (in French) of being jealous, and then he becomes “annoy[ed]” (p. 23). His protest—his “hope [that] Mrs. Pontellier does take [him] seriously”—indicates that he may have genuine feelings for and romantic interest in Edna (p. 23).

**What effect does Mademoiselle Reisz's piano playing have on Edna?**

- Mademoiselle Reisz's music deeply affects Edna, as the “first chords” played “sen[d] a keen tremor down” Edna's spine (p. 29). While before, listening to fine music caused Edna to have “material pictures” in her “imagination,” Mademoiselle Reisz's music affects Edna so deeply that she sees “no pictures,” but “the very passions themselves [are] aroused within her soul” (p. 29). She “tremble[s],” “choke[s],” and feels “blinded” by her tears (p. 30). Afterward, when Mademoiselle Reisz asks Edna if she liked it, Edna remains so emotional she is “unable to answer” (p. 30).

### Activity 3: Reading and Discussion

55%

Instruct students to form pairs. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss.

- **Differentiation Consideration:** Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

**How do Edna's interactions with Robert differ from her interactions with her husband?**

Instruct student pairs to reread chapter X of *The Awakening* (from “At all events Robert proposed it, and there was not” to “strips of moonlight as he walked away”), and answer the following questions before sharing out with the class.

**How does Edna's comparison of Robert to the sun further develop her character?**

- Edna's comparison of Robert to the sun is a turning point in the text; for the first time, Edna seems to recognize her attachment to Robert. She compares her feelings toward him as similar to how “one misses the sun on a cloudy day without having thought much about the sun when it was shining” (p. 30). With this comparison, she acknowledges that she has taken Robert's presence for granted, and notices that she does not like it when he is gone.

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- **Differentiation Consideration:** If students struggle with this analysis, consider posing the following scaffolding question:

**How do Edna's thoughts as she walks toward the water further contribute to her character development?**

- Although the women “lean[] upon the arms of their husbands” as they walk together, Edna's thoughts demonstrate an increasing attachment to Robert (p. 30). She begins by “hear[ing] Robert's voice behind them,” and “wonder[s] why he did not join them” (p. 30). She then lets her mind wander to thoughts of his inconsistent “devotion,” to “miss[ing] him,” and finally to a comparison of him to the sun (p. 30).

**What words and phrases convey the effect of Edna's first swim on her development as a character?**

- Learning to swim shows Edna what she can accomplish on her own, in spite of others' attempts to “instruct[]” her (p. 31). She begins the swim as a “tottering, stumbling, clutching child,” but becomes a woman who “wanted to swim far out, where no woman had swum before” (p. 31). The narrator says Edna “shout[ed] for joy,” at the sudden realization of her “powers,” and that the swim gives Edna a “feeling of exultation” (p. 31). Edna's newfound swimming ability is likened to a “power” that gave her “control” over “her body and her soul” and “intoxicate[s]” her (p. 31).

**Following her first swim, how do Edna's interactions with her husband and Robert compare?**

- Student responses should include:
  - When Edna speaks to her husband after her first swim, she tells him she thought she “‘should have perished out there alone’” (p. 32). He responds in a condescending, parental manner, dismissing her fears with a correction, saying she was “‘not so very far’” out on her swim and that he “‘was watching’” her (p. 32).
  - When she speaks to Robert she demonstrates she wants to talk with him by asking, “‘Did you think I was afraid?’” (p. 32). He affirms her courage stating, “‘I knew you weren't afraid’” (p. 32). With Robert she also is more open emotionally, admitting to feeling “‘very tired’” (p. 32) and “‘so exhausted’” (p. 33). She tells him “‘[a] thousand emotions have swept through [her],’” and that she does not “‘comprehend half of them’” (p. 33).

**How does the interaction between Robert and Edna about “‘the twenty-eighth of August’” (p. 33) further develop their relationship?**

- In this interaction, Robert seems to misinterpret Edna when she “‘wonder[s] if any night on earth will ever again be like this one’” (p. 33). He responds in a joking

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manner about “the twenty-eighth of August,” with the apparent misunderstanding that Edna’s comments were lighthearted (p. 33). Edna quickly corrects him and is “wounded at what appeared to be his flippancy” (p. 33). She tells him not to “banter” her (p. 33). Robert does not respond directly to this “reproach” and simply “offer[s] her his arm,” almost as an offering of conciliation (p. 33). This interaction helps to define the boundaries of their relationship. Through it, Robert gains understanding about what offends Edna, and Edna sees that Robert is willing to listen to her.

What might *banter* mean in the context of Robert and Edna’s interaction in this excerpt?

- Edna tells Robert not to “banter” her after he attempts to make light of her description of the night as a “dream” with “uncanny, half-human beings” (p. 33). This “flippancy” “wound[s]” her (p. 33). Based on this context, *banter* could mean tease or bother.
- **Differentiation Consideration:** If students struggle to define *banter*, provide the following definition: *banter* means “to speak to or address in a witty and teasing manner.”
- Students write the definition of *banter* on their copies of the text or in a vocabulary journal.
- 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 whole-class discussion of student responses.

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Instruct student pairs to reread chapter XI of *The Awakening* (from “What are you doing out here, Edna?” to “Just as soon as I have finished my cigar”), and answer the following questions before sharing out with the class.

How does Edna react to her husband’s requests on page 35? How has she reacted previously to his requests?

- In other similar circumstances, Edna “would have gone in at his request” out of “habit” and “not with any sense of submission or obedience ... but unthinkingly” (p. 35). For the first time, Edna thinks about what she wants to do, and does not just obey directions given to her. She acts defiantly and “perceive[s] that her will had blazed up” and “could not realize why or how she should have yielded” to her husband in similar situations in the past (p. 35). In addition, she directs her husband not to “speak to [her] like that again” (p. 35).

How does Edna's reaction to her husband's requests on page 35 and her reaction to Robert's "flippancy" on page 33 further develop her character?

- Student responses should include:
  - Like her newfound ability to swim shows her she does not have to fear the water, Edna realizes during this interaction with her husband that she does not have to obey him and that obeying him is a choice. With her husband, she never addresses why she does not want to obey him; instead, she "settle[s] herself more securely in the hammock" as a way to physically reinforce her defiance of him (p. 35). When her husband resolves to stay up with her, her "will" (p. 35) relents and she goes to bed before him.
  - After Robert upsets her by "banter[ing]" her, she lies in a hammock and bids him good night (p. 33). He repeatedly asks if she wants him to stay with her, to which she only responds, "If you wish" (p. 34). She never attempts to discuss with him why his "flippancy" offends her (p. 33).

What are Edna's "realities" and how do these "realities" impact her "dream" (p. 36)?

- Student responses may include:
  - The life Edna lives with her husband, her children, and her everyday responsibilities may represent her "realities," which are rooted in societal expectations (p. 36). These "realities press[] into her soul" and make Edna's "dream" seem "grotesque [and] impossible" (p. 36). Her "dream" of a life outside these expectations is "grotesque [and] impossible" because it does not fall within the accepted boundaries for women (p. 36). She cannot have both her "realities" and her "dream," and consequently feels "helpless and yielding to the conditions which crowded her in" (p. 36).
  - The "realit[y]" of Mr. Pontellier's unwelcomed presence on the porch with Edna seems to interrupt her "dream" of a different life (p. 36). He outlasts her defiance when "[t]he physical need for sleep ... overtake[s] her," and she goes to bed before him (p. 36). This interaction reinforces Edna's lack of independence and freedom from her "conditions" and causes her to feel that such a "dream" of independence is "grotesque [and] impossible" (p. 36).
- **Differentiation Consideration:** Consider posing the following scaffolding question to provide additional support for comprehension of this passage of text.

Why does Edna eventually go inside?

- Edna goes inside when “[t]he physical need for sleep ... overtake[s] her” (p. 36). When her “exuberance” leaves her, so, too, does her desire to continue the defiant stand-off with her husband outside (p. 36).

## Activity 4: Quick Write

**10%**

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

**How do Edna’s interactions with Mr. Pontellier and Robert in this excerpt further develop her 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 XII-XV of *The Awakening* (from “She slept but a few hours. They were troubled and feverish hours” to “which her impassioned, newly awakened being demanded”). Additionally, direct students to box any unfamiliar words from chapters XII-XV 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:

**How does Edna’s day trip with Robert illustrate her development as a character?**

- Students follow along.

## Homework

Read and annotate chapters XII-XV of *The Awakening* (from “She slept but a few hours. They were troubled and feverish hours” to “which her impassioned, newly awakened being

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demanded”). Box any unfamiliar words from chapters XII-XV 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, respond briefly in writing to the following prompt:

**How does Edna’s day trip with Robert illustrate her development as a character?**

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