

11.4.2 Lesson 16

Introduction

In this lesson, students read and analyze chapters XXXIII-XXXIV of *The Awakening* (from “It happened sometimes when Edna went to see” to “he had seemed nearer to her off there in Mexico”), in which Mr. Pontellier learns of his wife’s decision to move out and Robert returns from Mexico and dines with Edna at the “pigeon house.” Students consider in writing and a whole-class discussion how Robert’s return impacts Edna’s character development. Student learning is assessed via a Quick Write at the end of the lesson: How does Robert’s return impact Edna’s character development in this excerpt?

For homework, students read and annotate chapters XXXV-XXXVI 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.

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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 <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, 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>

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 Robert's return impact Edna's character development in this excerpt?

High Performance Response(s)

A High Performance Response should:

- Analyze how Robert's return impacts Edna's character development (e.g., With Robert's return, Edna confronts the conflict between her imagination and reality. When Edna "pictured [his] return" in his absence, she envisioned he would be "seeking her at the very first hour" and "expressing ... his love for her" (p. 108). What happens in reality is far different. They meet "by accident," and spend much of their time together in awkward communication or in suspicion of one another's relationships (p. 108). Robert questions Edna's association with Alcée Arobin, a man known for his "'dreadful reputation'" (p. 106), and Edna makes no attempt to hide that Arobin is "'a friend of [hers]'" (p. 110). Edna then questions Robert's association with "'a Vera Cruz girl'" (p. 112). These interactions present a turning point for Edna, in which her relationship with Robert moves from one that is imagined to one that is real, and therefore subject to uncertainty and doubt. With Robert's return, Edna's bold, unapologetic new life seems incompatible with her love for Robert. Her infatuation with him, which motivated some of the changes in her life, begins to change as she realizes she felt "nearer" to him when he was "off there in Mexico" (p. 114).).

Vocabulary

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Vocabulary to provide directly (will not include extended instruction)

- remonstrance (n.) - a protest or complaint about something
- reverses (n.) - adverse changes of fortune; misfortunes
- snuggery (n.) - a comfortable or cozy room
- frescoing (v.) - to paint in fresco (the art or technique of painting on a moist, plaster surface with colors ground up in water or a limewater mixture)
- sojourn (n.) - a temporary stay
- sumptuous (adj.) - luxuriously fine or large; lavish; splendid
- balk (v.) - to place an obstacle in the way of; hinder; thwart
- foreboding (n.) - a prediction
- imprudent (adj.) - not wise or sensible
- disembarking (v.) - leaving an aircraft or other vehicle
- irresolute (adj.) - not certain about what to do
- patois (n.) - a regional form of a language, especially of French, differing from the standard, literary form of the language
- stupor (n.) - a condition in which someone is not able to think normally because of being drunk, drugged, tired, etc.
- transcendently (adj.) - going beyond the limits of ordinary experience

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

- None.

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

- adequate (adj.) - enough for some need or requirement
- scandal (n.) - an occurrence in which people are shocked and upset because of behavior that is morally or legally wrong
- incalculable (adj.) - not able to be calculated because it is very large or great
- mischief (n.) - harmful behavior
- maneuver (n.) - a clever or skillful action or movement
- descended (v.) - gone or moved from a higher to a lower place or level
- corresponding (adj.) - directly related to something
- pessimistic (adj.) - having or showing a lack of hope for the future; expecting bad things to happen
- neglected (adj.) - not given enough attention or care
- refuge (n.) - a place of shelter, protection, or safety
- atmosphere (n.) - the particular way a place or situation makes you feel
- mechanically (adj.) - happening or done without thought or without any effort to be different or interesting
- discourtesy (n.) - rude or impolite behavior
- engagement (n.) - a promise to meet or be present at a particular place and time
- ceremony (n.) - a conventional act of politeness or etiquette
- imparting (v.) - making known; telling; relating; disclosing

Lesson Agenda/Overview

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Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.3, W.11-12.9.a, SL.11-12.1.a, c, d Text: <i>The Awakening</i> by Kate Chopin, Chapters XXXIII-XXXIV 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 25%
3. Pre-Discussion Quick Write	3. 10%
4. Whole-Class Discussion	4. 45%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- 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.11-12.3. In this lesson, students apply their reading and analysis of *The Awakening*, chapters XXXIII-XXXIV in response to a prompt that asks them to analyze how Robert's return impacts Edna's character development. Students respond briefly in writing before participating in a whole-class discussion.

- 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 XXXII-XXXIV of *The Awakening* (from "When Mr. Pontellier learned of his wife's intention" to "he had seemed nearer to her off there in Mexico")). 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:

- “[A]bove all else, what people would say” because it is surprising that with the prospect of his wife leaving him, Mr. Pontellier mostly concerns himself with what other people think (p. 103).
 - “[H]e had seemed nearer to her off there in Mexico” because this seems like a serious realization for Edna to make (p. 114). Even though Robert is home, he seems farther away than when he was in another country.
 - Star near the sentence that begins “There was with her a feeling of having descended,” because it seems that Edna has an important realization; she understands she is not as socially powerful but accepts that in favor of increased spiritual and self-awareness (p. 104).
 - Question mark near:
 - “But by the time she had regained the city the song no longer echoed in her soul” because it seems odd that she experienced such intense emotions around her children, but loses the memory of them (the “song”) by the time she gets back home (p. 105). How does she turn off her connection to them so easily?
 - “‘Mrs. Pontellier, you are cruel’” because it is unclear what exactly Robert finds cruel about Edna in this instance (p. 111). Is it her relationship with Arobin, or does he feel she is mocking him by repeating the same phrase he used to describe his time away?
 - 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: *remonstrance*, *reverses*, *snuggery*, *frescoing*, *sojourn*, *sumptuous*, *balk*, *foreboding*, *imprudent*, *disembarking*, *irresolute*, *patois*, *stupor*, and *transcendently*.

- **Differentiation Consideration:** Students may also identify the following words: *adequate*, *scandal*, *incalculable*, *mischievous*, *maneuver*, *descended*, *corresponding*, *pessimistic*, *neglected*, *refuge*, *atmosphere*, *mechanically*, *discourtesy*, *engagement*, *ceremony*, and *imparting*.
 - Definitions are provided in the Vocabulary box in this lesson.
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Instruct students to take out their responses to the second part of the previous lesson's homework assignment. (Respond briefly in writing to the following questions: What does chapter XXXII demonstrate about Edna and Mr. Pontellier's marriage? What words and phrases does Chopin use to demonstrate Edna's character development after the move to the "pigeon house" (p. 94)?)

Instruct students to talk in pairs about their responses to these prompts.

- The questions below focus on chapter XXXII only; students analyze chapters XXXIII and XXXIV in the following Reading and Discussion activity.

What does chapter XXXII demonstrate about Edna and Mr. Pontellier's marriage?

- Student responses may include:
 - Chapter XXXII demonstrates that the Pontellier's marriage is a relationship without passion, and one that exists "without love as an excuse" (p. 86). Neither spouse expresses deep emotion toward the other. Instead of conveying sadness or worry over his wife's move, Mr. Pontellier focuses more on "what people would say" (p. 103). He thinks "simply [] of his financial integrity," he works to ensure people do not think "the Pontelliers had met with reverses," and he wishes to protect his "business prospects" (p. 103). Edna responds similarly without emotion. When she hears of her husband's plan to remodel the home, instead of admitting she left him, she "admire[s] the skill of his maneuver" and never contradicts the false reasons he provides (p. 104).
 - This chapter shows that Mr. Pontellier does not attempt to know or understand his wife. He shows no interest in knowing what would cause her to be so unhappy in their marriage that she plans to move into the "pigeon house" (p. 94); he simply "disapprov[es]" (p. 103) of her decision. He wants to explain her growing independence as "Edna's whimsical turn of mind of late," almost like it is a childish phase she will come out of (p. 103). Instead of attempting to address any problems in their marriage, Mr. Pontellier only "grasp[s] the situation" and "handle[s] it with ... tact and cleverness" (p. 103).

What words and phrases does Chopin use to demonstrate Edna's character development after the move to the "pigeon house" (p. 94)?

- Student responses may include:
 - Edna seems "pleased" with the "pigeon-house" (p. 104). Even though Edna knows the new home represents a "descen[t] in the social scale," she cares more that her move allowed her to "rise[] in the spiritual" scale, or increase her self-awareness (p. 104). The new home releases Edna from "obligations" which "add[s] to her strength and expansion as an individual" (p. 104). Edna experiences independence,

seeing and “look[ing] with her own eyes,” and she realizes her freedom is worth far more to her than material wealth (p. 104).

- After Edna’s move, she visits her children in Iberville. While there, she experiences intense emotions and weeps “for very pleasure when she [feels] their little arms clasping her” (p. 104). Although it is clear when she visits them that Edna loves her children, she seems to be able to distance herself from them emotionally after they separate. While together, she looks at them “with hungry eyes that could not be satisfied with looking” (p. 104), yet clears her head of them and is “again alone” when she “regain[s] the city” (p. 105). Thus, Edna cares for her sons, but is satisfied without their constant company.

Lead a brief whole-class discussion of student responses.

Activity 3: Pre-Discussion Quick Write

10%

Instruct students to review the following prompt:

How does Robert’s return impact Edna’s character development in this excerpt?

- Students listen and review the Quick Write prompt.

Explain that students will use their independently generated responses to inform the following discussion and will have the opportunity to review or expand their Quick Write responses after the discussion.

- Display the prompt for students to see, or provide the prompt in hard copy.
- Consider reminding students that the appropriate use of textual evidence to support their response demonstrates their application of W.11-12.9.a.

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.
- 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 first work independently to respond to a text-based prompt regarding Edna’s character development. Students then discuss their independent responses in small groups. Later they reevaluate their initial responses and consider how their original opinions were challenged or verified through discussion or whether they made new connections in light of the evidence and reasoning presented.

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Activity 4: Whole-Class Discussion

45%

Facilitate a whole-class discussion of student responses and observations based on their Quick Write responses. Encourage students to consider points of agreement or disagreement with other students and to consider how the evidence and reasoning presented by other students can help qualify or justify the observations they generated independently.

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 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.
 - Students share their observations and evidence generated during the Quick Write with the whole class.
 - Student responses may include:
 - Edna “always fancied” that when Robert returned he would find her “at once” and “express[] ... his love for her” (p. 108). In reality, Robert happens upon Edna ““by accident”” two days after he returns (p. 108). For Edna, Robert’s choice not to contact her creates doubt about his feelings for her, which in turn, causes Edna apprehension.
 - Robert returns to find Edna living on her own and unwilling to make excuses or “save appearances” for her new life (p. 104). His re-entry to her life only develops this trait more. She tells him she is ““glad”” that he ““never knew”” her in the “Pontellier mansion” (p. 109). And when he confronts her about the picture she has of Arobin and wonders if Arobin is a friend of Mr. Pontellier’s, she states, ““He isn’t a friend of Mr. Pontellier’s; he’s a friend of mine”” (p. 110). Edna loves Robert, yet she does not apologize for her obvious association with a man who could ““ruin a woman’s name”” (p. 106).
 - When Edna asks what Robert has ““been seeing and doing and feeling out there in Mexico,”” he responds by reminiscing about his time with her during their summer at Grand Isle and stating that he ““ [felt] like a lost soul”” (p 110). When he asks her the same question, her response is nearly identical, to which he states ““you

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are cruel’” (p. 111). Both Robert and Edna, in this instance, are vulnerable as they imply their honest feelings for one another for the first time. But Edna’s response, while true and meant to show how important Robert is to her, seems to hurt Robert. He apparently does not believe her and feels she is taunting him, given her apparent relationship with Arobin.

- Arobin creates conflict between Robert and Edna when he drops in at the “pigeon house,” and implies Robert was ““deep in ... regard”” with the “girls ... in Mexico (p. 112), right at the time Edna is questioning Robert’s involvement with the Mexican women. Arobin’s presence at Edna’s home is enough to drive Robert away. Edna does not seem to care at the time, but later when both men are gone, she thinks about Robert and “writh[es] with a jealous pang” when she imagines a “seductive vision of a Mexican girl” (p. 114).
 - Despite Robert’s departure once Arobin arrives, Edna expresses no love toward Arobin and does not have one thought of him after he leaves. It is Robert she dwells upon in a “stupor” (p. 113), and “live[s] over every instant of the time” she spent with him that day (p. 114).
 - Edna feels Robert was “nearer to her” when he was in Mexico because their interactions upon his return are strained (p. 114). When he was away in Mexico, he existed in her imagination and could be anything she wanted. When he returns, interactions do not go according to the way she “had pictured” them (p. 108). He demonstrates suspicion of her ““friend[ship]”” with Alcée Arobin, and she becomes suspicious of relationship(s) he may have developed with women in Mexico (p. 110).
- Consider instructing students to form small groups, having each group elect a spokesperson to share their observations, or allowing students to volunteer to discuss the observations and evidence generated during their Quick Write.
 - **Differentiation Consideration:** Consider providing the following scaffolding questions to support students’ analysis and discussion:

How does Robert’s actual return compare to the return Edna “had pictured” (p. 108) for him? How does this affect Edna’s perception of their relationship?

How does Robert’s return affect the independent life Edna has begun to establish in his absence?

How does Arobin’s visit impact the interaction between Edna and Robert?

Why does Edna feel Robert was “nearer to her” when he was “off there in Mexico?” (p. 114)

Instruct students to form pairs and briefly discuss how their opinions were challenged or verified through discussion, or whether they made new connections in light of the evidence and reasoning presented during the discussions.

- Student pairs discuss how their opinions were challenged or verified through discussion and identify any new connections they made during the discussion.

Lead a brief whole-class discussion of student observations.

Activity 5: Quick Write

10%

Instruct students to return to their Pre-Discussion Quick Writes. Instruct students to independently revise or expand their Quick Write responses in light of the whole-class discussion, adding any new connections and strengthening or revising any verified or challenged opinions.

How does Robert's return impact Edna's character development in this excerpt?

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 revise or expand their Pre-Discussion Quick Write response.
- 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 XXXV-XXXVI of *The Awakening* (from “The morning was full of sunlight and hope” to “the longing to hold her and keep her”). Direct students to box any unfamiliar words from chapters XXXV-XXXVI 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.

Also for homework, students should continue to read their AIR text through the lens of a focus standard of their choice and prepare for a 3-5 minute discussion of their text based on that standard.

- Students follow along.

Homework

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”). Box any unfamiliar words from chapters XXXV-XXXVI 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 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.