

11.4.2

Lesson 15

Introduction

In this lesson, students read and analyze chapters XXIX-XXXI of *The Awakening* (from “Without even waiting for an answer from her husband” to “until she had become supple to his gentle, seductive entreaties”), in which Edna throws a dinner party and then moves out of her husband’s home. Student analysis focuses on story elements and how the related elements contribute to Edna’s character development. Students discuss their observations and analysis in small groups after independently completing an Evidence Collection Tool. Following the small-group discussion, student learning is assessed via a Quick Write at the end of the lesson: Analyze how elements in chapters XXIX-XXXI contribute to the development of Edna’s character.

For homework, students read and annotate chapters XXXII-XXXIV of *The Awakening*, box any unfamiliar words and look up their definitions, and respond briefly in writing to two questions about the text excerpt.

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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	<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.

- Analyze how elements in chapters XXIX-XXXI contribute to the development of Edna's character.

High Performance Response(s)

A High Performance Response should:

- Determine elements that contribute to the development of Edna's character (e.g., setting and character interaction).
- Analyze how elements in chapters XXIX-XXXI contribute to the development of Edna's character (e.g., The change of setting in the story from the home Edna shares with Mr. Pontellier to the "pigeon house" contributes to her character development in that it is a significant and physical expression of her growing independence (p. 94). She leaves her old house without any of "her husband's bounty" and only the items she personally "acquired," which shows her willingness to be truly independent of her husband and take care of herself (p. 93). Edna's conflicted relationship with Arobin further develops her character in that it demonstrates her confusion about what she seeks. Although she wants to pursue her love for Robert and get away from the relationship with her husband that began "without love as an excuse" (p. 86), her relationship with Arobin continues to grow in intensity, despite the fact that she exhibits "carelessness" toward him and does not want "to be left alone with [him]" (p. 94). She remains attracted to Arobin, but demonstrates no love toward him. With him, she instead demonstrates her desire to experience passion in a way her loveless marriage never provided.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- bade (v.) - expressed (a greeting, farewell, benediction, or wish)
- bounty (n.) - good things that are given or provided freely and in large amounts
- lorgnettes (n.) - a pair of eyeglasses mounted on a handle
- commodious (adj.) - spacious and convenient; roomy
- sally (n.) - a clever and funny remark
- impetuous (adj.) - acting or done quickly and without thought: controlled by emotion rather than thought
- volubility (n.) - energetic or excited talk
- volition (n.) - a choice or decision made by the will
- supple (adj.) - compliant or yielding

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

- None.

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

- deliberation (n.) - careful thought or discussion done in order to make a decision
- abode (n.) - the place where someone lives
- precincts (n.) - areas that are near or around a place
- portals (n.) - large doors or gates to a building (such as a church)
- collectively (adj.) - involving all members of a group
- delicacies (n.) - foods that people like to eat because the foods are special or rare
- lame (adj.) - not smart or impressive
- cavern (n.) - a large cave
- discords (n.) - unpleasant combinations of musical notes
- acute (adj.) - strongly felt or experienced
- garland (n.) - a ring or rope that is made of leaves, flowers, or some other material, which is used as a decoration
- reverie (n.) - a state in which one is thinking about pleasant things

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 Text: <i>The Awakening</i> by Kate Chopin, Chapters XXIX-XXXI 	
Learning Sequence:	
1. Introduction of Lesson Agenda	1. 5%
2. Homework Accountability	2. 15%
3. Independent Text Analysis	3. 25%
4. Small Group Discussion	4. 40%
5. Quick Write	5. 10%
6. Closing	6. 5%

Materials

- Copies of the 11.4.2 Lesson 15 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.11-12.3. In this lesson, students read and analyze chapters XXIX-XXXI of *The Awakening*, focusing on how related elements contribute to Edna's character development. Students work independently to analyze the text using the 11.4.2 Lesson 15 Evidence Collection Tool, and then use the tool to engage in a small group discussion, followed by a Quick Write.

- Students look at the agenda.

Activity 2: Homework Accountability

15%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read and annotate chapters XXIX-XXXI of *The Awakening* (from "Without even waiting for an answer from her husband" to "until she had become supple to his gentle, seductive entreaties")). 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:

- “Whatever was her own in the house” because this demonstrates her independence (p. 93). She does not want to take anything that is “her husband’s bounty” (p. 93).
 - “[A] magnificent cluster of diamonds” (p. 96) and “the regal woman, the one who rules” (p. 98) because the narrator repeats the idea that Edna is somehow royal in appearance and manner.
 - “[T]he hopelessness which so often assailed her, which came upon her like an obsession, like something extraneous, independent of volition” and near the sentence “There came over her the acute longing which always summoned into her spiritual vision the presence of the beloved one, overpowering her at once with a sense of the unattainable” because this seems to repeat the notion of depression and longing that Edna has previously experienced. In the midst of her grand party, she longs for Robert, her “beloved” (p. 98).
 - Exclamation point near the sentences “‘I’ll let Léonce pay the bills. I wonder what he’ll say when he sees the bills’” because it seems incredibly bold and striking of Edna to throw a dinner party on the eve of her move and then leave her husband with the bills (p. 94).
- 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: *bade*, *bounty*, *lorgnettes*, *commodious*, *sally*, *impetuous*, *volubility*, *volition*, and *supple*.
 - **Differentiation Consideration:** Students may also identify the following words: *deliberation*, *abode*, *precincts*, *portals*, *collectively*, *delicacies*, *lame*, *cavern*, *discords*, *acute*, *garland*, and *reverie*.
 - Definitions are provided in the Vocabulary box in this lesson.
-

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

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

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Activity 3: Independent Text Analysis

25%

Distribute the 11.4.2 Lesson 15 Evidence Collection Tool. Instruct students to review the tool.

- Students review the 11.4.2 Lesson 15 Evidence Collection Tool.

Instruct students to independently reread chapters XXIX-XXXI of *The Awakening* (from “Without even waiting for an answer from her husband” to “like a discordant note upon the quiet harmony of the night”) and record evidence and analysis in response to the following prompt:

Analyze how elements in chapters XXIX-XXXI contribute to the development of Edna’s character.

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

Instruct students to identify 3-4 possible story elements in this excerpt that contribute to the development of Edna’s character, to cite evidence to support their ideas, and to include a brief analysis of how the evidence contributes to Edna’s character development.

- Students independently reread the text and complete the 11.4.2 Lesson 15 Evidence Collection Tool.
- See the Model 11.4.2 Lesson 15 Evidence Collection Tool at the end of this lesson for possible student responses.
- This activity supports students’ engagement with W.11-12.9.a, which addresses the use of textual evidence in writing.
- This activity differs from previous lessons’ reading and discussion activities by allowing students more independence in analyzing the text before the assessment. For the reading and text analysis in this lesson, students work independently to identify key evidence that supports their analysis of how Edna’s character develops throughout this excerpt. Students then discuss their evidence and analysis in small groups and complete a Quick Write at the end of the lesson.
- **Differentiation Consideration:** Consider modeling a few examples from the model 11.4.2 Lesson 15 Evidence Collection Tool to support student understanding during this activity.
- For additional support, consider providing the following guiding questions for students to consider as they complete their 11.4.2 Lesson 15 Evidence Collection Tools:

How do Edna’s perceptions of the home she shared with her husband, as well as her perceptions of her new home, further develop her character?

How does the dinner party advance the plot?

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How does the party affect Edna's character development?

How does Edna's evolving relationship with Arabin further develop her character?

Activity 4: Small Group Discussion

40%

Instruct students to form small groups of 4-5. Instruct student groups to discuss the following question:

Analyze how elements in chapters XXIX-XXXI contribute to the development of Edna's character.

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

Instruct students to use their completed tools to inform the discussion. Encourage students to consider points of agreement or disagreement with other students and how the evidence and reasoning presented by other students can help qualify or justify the observations they generated independently. Remind students to refer to the relevant portions of the 11.4 Speaking and Listening Rubric and Checklist and the 11.4.2 Lesson 15 Evidence Collection Tool to guide their discussion.

- Students form small groups and discuss their responses to the prompt, using their 11.4.2 Lesson 15 Evidence Collection Tools for guidance.
- Consider reminding students of their previous work with SL.11-12.1.a, which 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, which requires that students pose and respond to questions, and qualify or justify their own points of agreement and disagreement with other students.

Circulate and support discussions as needed.

Activity 5: Quick Write

10%

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

Analyze how elements in chapters XXIX-XXXI 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.

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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 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”). Direct students to box any unfamiliar words from chapters XXXII-XXXIV 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 questions:

What does chapter XXXII further 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)?

- Students follow along.

Homework

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”). Box any unfamiliar words from chapters XXXII-XXXIV 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 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)?

11.4.2 Lesson 15 Evidence Collection Tool

Name :		Class :		Date :	
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Directions: Use this tool to collect and identify evidence in preparation for the lesson assessment discussion. Reread *The Awakening*, chapters XXIX-XXXI to identify evidence and analyze how elements in these chapters contribute to the development of Edna's character.

Story Element	Contribution to Edna's character development

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Model 11.4.2 Lesson 15 Evidence Collection Tool

Name :		Class :		Date :	
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Directions: Use this tool to collect and identify evidence in preparation for the lesson assessment discussion. Reread *The Awakening*, chapters XXIX-XXXI to identify evidence and analyze how elements in these chapters contribute to the development of Edna's character.

Story element	Contribution to Edna's character development
Setting	<p>In this excerpt, Edna transitions from the home she shares with her husband to her new "pigeon house" (p. 94). Edna perceives her husband's house as a "forbidden temple" with a "thousand muffled voices" urging her to leave (p. 93). In using the word "forbidden" to describe her old home, along with the word "temple," which implies a sacred, religious place, the narrator removes Edna emotionally and spiritually from her husband's home, which means that she is no longer one of his possessions (p. 93).</p> <p>Edna transitions from her old home to the "pigeon house" (p. 94) with no reflection or thinking about the future: "There [is] no moment of deliberation, no interval of repose between the thought and fulfillment" (p. 93). She acts on what she desires and tends not to think of the consequences. Her new home affords her the opportunity to self-indulge with little concern for her family.</p> <p>Edna furnishes her new home with "everything which she had acquired aside from her husband's bounty" (p. 93) and fills the "pigeon house" (p. 94) with "simple and meager deficiencies" (p. 93). Her determination to supply her home completely out of her own means demonstrates her developing independence and insistence on complete freedom from her husband. She furnishes the home "from her own resources" (p. 93) and makes it "look habitable and homelike" (p. 102), and in so doing establishes a complete separation from her husband and her marriage.</p>

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Plot	<p>In this excerpt's plot development, Edna plans her dinner party. Arobin perceives Edna's dinner party as a "<i>coup d'etat</i>" because he sees it as rebellion against and overthrowing of the rule of her husband (p. 94). Edna questions the term, indicating a sense of denial about the seriousness of what she is doing. After she questions why Arobin uses the term, she quickly moves to chatter about the party and how it will be the "best of everything," and concludes her remarks by "wonder[ing] what [Mr. Pontellier will] say when he sees the bills" as if her party planning and moving are not connected to the dissolution of her family (p. 94). Edna continues to take actions towards her independence without much concern for the consequences.</p> <p>Despite the grandeur of the dinner party and the independence it signifies for Edna; despite her attitude and appearance during the party that "suggest[] the regal woman, the one who rules, who looks on, who stands alone," she continues to feel the "ennui overtaking her" (p. 98). Edna misses her "beloved," and feels an "acute longing" for him (p. 98). This dinner scene shows that as much as Edna wants to be independent, she cannot help the longing she has for Robert or the passion he ignites in her.</p> <p>During the dinner party, Edna reacts emotionally when Victor sings the same song Robert sang "as they crossed the bay" during their summer daytrip (p. 45). "Stop!" she cries out, slamming her wine glass down so hard on the table that it spills, and physically preventing Victor from singing by "plac[ing] her hand over his mouth" (p. 100). Her reaction signals the strength of her feelings about Robert. It also demonstrates how the song symbolizes her connection to Robert, and the summer daytrip when she was free of the "anchorage" of her societal obligations (p. 39).</p> <p>Before the dinner party, Edna seems very excited, saying "it will be very fine; all my best of everything" (p. 94) and a "grand affair" (p. 95). She assures that those at her party will "sing and laugh and be merry for once" (p. 89). After the dinner party when she is in the "pigeon house" (p. 94), Edna seems depressed. She is "chilled, and miserable," and states that she feels that "something inside of [her] had snapped" (p. 102). Edna's transition from one house to the other facilitates a more intimate relationship with Arobin. In the "pigeon house," she finally experiences true freedom; yet after the dinner party, she is depressed without Robert (p. 102). In his absence, she finally accepts a deeper level of intimacy with Arobin and his "seductive entreaties" (p. 103).</p>
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Character interaction	<p>Edna's boldness develops in direct relation to her interactions with Arobin. Her relationship with him shows her to be simultaneously independent and indifferent. She acts bold when accepting a relationship with him, and seems unconcerned with what anyone might think about the relationship. She spends time with Arobin, is married to another man, and "in love" with a third (p. 90). Despite the time they spend together, she displays complete indifference toward Arobin. The adoration he shows her is not reciprocated, whether it comes in the form of verbal compliments or a "room ... filled with flowers" (p. 102), her response to him is generally cold unless it involves physical intimacy, in which case she responds by becoming "supple to his gentle, seductive entreaties" (p. 103). Both her independence and her indifference concerning Arobin work to feed the growing boldness that contributes to Edna's evolving sense of self.</p>
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