

11.4.2 Lesson 14

Introduction

In this lesson, students analyze 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”), in which Edna’s relationship with Alcée Arobin develops and Edna decides to move out of the home she shares with her family. Students consider Edna’s character development in relation to the development of two interrelated central ideas and apply their analysis independently in a written response at the beginning of the lesson. This response informs students’ participation in a whole-class discussion that follows. Student learning is assessed via a Quick Write at the end of the lesson: How does the development of Edna’s character contribute to two interrelated central ideas in chapters XXV-XXVIII?

For homework, students read and annotate chapters XXIX-XXXI of *The Awakening*, and identify and define unfamiliar words. 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.11-12.2	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.
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 the development of Edna's character contribute to two interrelated central ideas in chapters XXV-XXVIII?
- Consider explaining to students that this assessment prompt is the same prompt to which they responded for the Mid-Unit Assessment; however, student responses should focus only on chapters XXV-XXVIII.

High Performance Response(s)

A High Performance Response should:

- Determine at least two central ideas (e.g., sense of self and societal expectations).
- Analyze how Edna's character development contributes to two interrelated central ideas (e.g., Edna's growing sense of self and defiance of social expectations contributes to her decision to move out of the home she shares with her husband and children. Edna moving out provides her the opportunity to exist on her own without having to deal with her societal obligations like family. She says about her move, "I know I shall like it, like the feeling of freedom and independence" (p. 88). When Mademoiselle Reisz questions Edna's reason for moving, she responds that "[t]he house, the money ... are not mine," and she acknowledges that her husband will think she is "demented" (p. 88). Given the expectations of society, Edna being "demented" is the only suitable explanation her husband could have for her moving out on her own. Despite what her husband or anyone else may expect of her, however, Edna remains determined to "cast[] off her allegiance" to him (p. 88), and "never again ... belong to another" (p. 89). Her decision to move further demonstrates a tangible expression of her desire for an independent identity, coupled with a rejection of societal expectations.).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- melancholy (n.) - a gloomy state of mind, especially when habitual or prolonged; depression
- remittent (adj.) - marked by alternating periods of abatement and increase of symptoms
- cicatrice (n.) - new tissue that forms over a wound and later contracts into a scar
- infidelity (n.) - the act or fact of having a romantic or sexual relationship with someone other than your husband, wife, or partner
- languorous (adj.) - tired and relaxed
- trivial (adj.) - not important
- disarming (adj.) - removing or capable of removing hostility, suspicion, etc., as by being charming
- prolific (adj.) - producing in large quantities or with great frequency
- subservience (adj.) - serving or acting in a subordinate capacity
- animalism (n.) - satisfaction of or preoccupation with physical matters; sensuality
- mackintosh (n.) - a raincoat made from rubberized cloth
- demented (adj.) - crazy; insane; mad
- tabouret (n.) - a low seat without back or arms, for one person; stool
- assailed (v.) - attacked with arguments, criticism, ridicule, abuse, etc.

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

- None.

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

- ambition (n.) - a particular goal or aim; something that a person hopes to do or achieve
- seldom (adv.) - not often; almost never
- elusive (adj.) - hard to find or capture
- contagion (n.) - the ready transmission or spread (as of an idea or emotion) from person to person
- intimate (adj.) - characterized by or involving warm friendship or a personally close or a familiar association or feeling
- preliminary (adj.) - coming before the main part of something
- ingenuous (adj.) - having or showing the innocence, trust, and honesty that young people often have
- saber (n.) - a long, heavy sword with a curved blade
- agitates (v.) - disturbs, excites, or angers
- repelled (v.) - kept (something) out or away
- dignity (n.) - a way of appearing or behaving that suggests seriousness and self-control
- sincerity (adj.) - genuine or real; not false, fake, or pretend
- misled (v.) - caused (someone) to believe something that is not true
- undue (adj.) - more than is reasonable or necessary
- caliber (n.) - level of excellence, skill, etc.
- specimen (n.) - a particular or peculiar kind of person
- spare (v.) - to prevent (someone or something) from experiencing or being affected by something unpleasant, harmful, etc.
- multitudinous (adj.) - very many
- remorse (n.) - a feeling of being sorry for doing something bad or wrong in the past; a feeling of guilt

Lesson Agenda/Overview

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Student-Facing Agenda	% of Lesson
Standards & Text: <ul style="list-style-type: none"> Standards: RL.11-12.2, 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 XXV-XXVIII 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Pre-Discussion Quick Write 4. Whole-Class Discussion 5. Quick Write 6. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 15% 3. 15% 4. 45% 5. 15% 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 Central Ideas Tracking Tool (refer to 11.4.2 Lesson 5) (optional)—students may need additional blank copies
- 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 standards for this lesson: RL.11-12.2 and RL.11-12.3. In this lesson, students consider Edna's character development in chapters XXV-XXVIII in relation to two central ideas and apply their analysis in an independently written response at the beginning of the lesson. This response informs student's participation in a whole-class discussion that follows.

- 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 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")). 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:
 - "[A]fter she had expressed her willingness to go to the races with him again" because it is notable that Edna chooses to spend time with Arobin, about whom

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Robert spoke negatively on page 23 for having relations with a married woman (p. 83).

- “[R]epelled the old, vanishing self in her, yet drew all her awakening sensuousness” because this phrase is a repetition of the idea of Edna’s “old” self and her new, emerging self that is awakening with sexual desire in response to Arobin (p. 85).
- Exclamation point near:
 - The paragraph beginning “She did not mean her husband; she was thinking of Robert” because Edna admits to feeling guilty about Arobin kissing her hand, but the concern stems from guilt over what Robert would think, not her husband, which is surprising (p. 86).
 - “‘The house, the money that provides for it, are not mine’” because Edna makes a bold statement about why she is moving out; she desires to exist on her own (p. 88).
 - “‘Yes,’ said Edna. It was the first time she had admitted it” because it is the first time Edna acknowledges her love for Robert to anyone (p. 90).
- Question mark near the sentence “It was then, in the presence of that personality which was offensive to her, that the woman, by her divine art, seemed to reach Edna’s spirit and set it free,” because it seems strange that Edna finds Mademoiselle Reisz offensive and yet her music reaches Edna on a spiritual level (p. 87).
- 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: *melancholy, remittent, cicatrice, infidelity, languorous, trivial, disarming, prolific, subservience, animalism, mackintosh, demented, tabouret, and assailed.*
- **Differentiation Consideration:** Students may also identify the following words: *ambition, seldom, elusive, contagion, intimate, preliminary, ingenuous, saber, agitates, repelled, dignity, sincerity, misled, undue, caliber, specimen, spare, multitudinous, and remorse.*
- Definitions are provided in the Vocabulary box in this lesson.

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Instruct students to talk in pairs about how they applied a focus standard to their 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.

Activity 3: Pre-Discussion Quick Write

15%

Inform students their analysis in this lesson begins with a Quick Write in response to the prompt below. Students then use their independently generated responses to inform the following discussion, and have the opportunity to review or expand their Quick Write responses after the discussion.

- **Differentiation Consideration:** If necessary, consider providing time for students to reread the lesson's excerpt before they respond in writing to the following prompt.
- 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 how character development contributes to central ideas in this excerpt. Students then discuss their independent responses in small groups. Later they re-evaluate 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.

Instruct students to read the following prompt:

How does the development of Edna's character contribute to two interrelated central ideas in chapters XXV-XVIII?

- Students listen and read the Quick Write prompt.
- 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 initial Quick Write is intended to demonstrate students' first thoughts and observations in response to the prompt. Students will have additional time to develop their analysis in this lesson, and return to this Quick Write after a whole-class discussion.

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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 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.

- **Differentiation Consideration:** Consider instructing students to track central ideas using the Central Ideas Tracking Tool.
- 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.
- Consider reminding students of their previous work with SL.11-12.1.d, which 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 evolves as an independent woman when she takes action and decides to move out of her husband's home. Her choice to move defies social expectations, given her husband's negative reaction after she chose not to receive "callers" on "reception day" (p. 56), and that he will think she is "demented" (p. 88) when he learns of her decision to move. Moving out demonstrates Edna's process of "casting off her allegiance" to her husband and to the social obligations that accompany her marriage (p. 88). Edna's decision to move to her own home also develops the central idea of sense of self in that it provides her the opportunity to exist on her own. When Mademoiselle Reisz questions her reasoning, she responds about her husband's home that "[t]he house, the money ... are not mine" (p. 88). She acknowledges the move is "a caprice" and that she does not possess any long-term plans, but proceeds anyway because she wants to act on her immediate desires (p. 88). Her move out of her husband's home represents a tangible expression of her desire for an independent identity, coupled with a rejection of societal expectations.

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- The central ideas of sense of self and societal expectations develop further as Edna shares a wistful description of how she does not want to settle for a marriage that began “without love as an excuse” (p. 86). When Madame Reisz asks her, ““Why do you love him when you ought not to?”” Edna goes on to admit that she loves him for a collection of random reasons, including the color of his hair, that ““he opens and shuts his eyes,”” and that his ““little finger ... can’t straighten”” (p. 90). This explanation reinforces the development of her character as one who is “following” her “impulse[s]” instead of allowing them to be controlled by society’s expectations (p. 36). Edna develops into a woman who thinks and acts upon her thoughts, in spite of what others may expect or require. Her desire for passion in life and love eclipses her concern for adhering to societal expectations or loving someone when she “ought not to” (p. 90).
 - Arobin’s kiss stirs thoughts about her husband and about Robert, but Edna realizes that she feels “neither shame nor remorse” (p. 93). In the midst of “multitudinous emotions” (p. 92), Edna imagines the “reproach” of both men, but “[a]bove all” feels “understanding” (p. 93). Edna’s willingness to be open to a variety of sensual and passionate experiences, including a relationship with Arobin, allows her to “comprehend the significance of life,” and in so doing develops the central idea of sense of self (p. 93). Her desire for Robert and her relationship with Arobin provide her with the passion she longs for; her marriage only provides for her “external existence,” or material lifestyle (p. 93). Her varied relationships with the men in her life also develop the central idea of societal expectations in that Edna gradually transitions to a lifestyle that is outside of what is considered acceptable. She maintains her marriage, yet has no intention of ending her pursuit of Robert or her relationship with Arobin.
- **Differentiation Consideration:** Consider providing the following scaffolding questions to support students’ analysis and discussion:

How does Edna’s character continue to evolve in this excerpt?

What choices does Edna make about her relationships with men?

How are the central ideas of the story related in this excerpt?

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.

- Consider instructing students to form small groups and 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.

Lead a brief whole-class discussion of student observations.

Activity 5: Quick Write

15%

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

How does the development of Edna’s character contribute to two interrelated central ideas in chapters XXV–XXVIII?

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 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”). Direct students to box any unfamiliar words from chapters XXIX–XXXI 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.

Homework

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”). Box any unfamiliar words from chapters XXIX-XXXI and look up their definitions. Choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

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

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Model Central Ideas Tracking Tool (Optional)

Name :		Class :		Date :	
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Directions: Identify two or more central ideas that you encounter throughout the text. Trace the development of those ideas by noting how they build on one another and interact over the course of the text. Cite textual evidence to support your work.

Text: *The Awakening* by Kate Chopin, Chapters XXV-XXVIII

Page #	Central Ideas	Notes and Connections
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Pages 85, 87-90	Sense of self	<p>Edna recognizes her evolving sense of self when Arobin stands close to her, “and the effrontery in his eyes repelled the old, vanishing self in her, yet drew all her awakening sensuousness” (p. 85). Arobin further awakens Edna’s passion while allowing her old “self” to continue to disappear (p. 85).</p> <p>Arobin talks to Edna in a way that “please[s] her” and “appeal[s] to the animalism that stir[s] impatiently within her,” making it clear that her sense of self is opening to a different sort of interaction than she has previously allowed concerning passion and desire (p. 87).</p> <p>Edna explains that she is moving out because “[t]he house, the money that provides for it, are not mine” (p. 88); this example demonstrates that Edna wants to provide for herself.</p> <p>When she decides to move out, Edna “resolve[s] never again to belong to another than herself,” thus demonstrating her ever increasing independence and self-awareness (p. 89).</p> <p>Edna’s sense of self further develops when she disagrees with Mademoiselle Reisz’s description of the type of man a woman should love, saying “do you suppose a woman knows why she loves? Does she select?” (p. 90). She goes one to state that she loves Robert “[b]ecause his hair is brown ... because he opens and shuts his eyes ... because he has two lips” as a way to assert that she has no profound reason for loving him, but he is her desire and so she will continue to act on behalf of their love (p. 90).</p>
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<p>Pages 86, 88, 91</p>	<p>Societal expectations</p>	<p>After Arobin kisses her hand, Edna wonders “[w]hat would he think?” (p. 86). She then defies societal expectations when she clarifies that the “he” she refers to is Robert and not her husband. She thinks of her husband as someone “she had married without love as an excuse” (p. 86).</p> <p>Edna explains that her husband ““will think [she is] demented”” for moving out of his house, showing her choice to leave to be so unconventional that her husband would think her to be mentally unstable (p. 88).</p> <p>Edna both challenges and maintains societal expectations when she writes her husband a “charming letter” and informs him of her pending move (p. 91). That she informs him she is moving defies expectations; that she writes him a “cheerful[]” letter and “regret[s]” that he will not attend her “farewell dinner” maintains socially expected discourse (p. 91).</p>
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