

11.4.2

Lesson 5

Introduction

In this lesson, students read and analyze chapter VII of *The Awakening* (from “Mrs. Pontellier was not a woman given to confidences” to “She leaned draggingly upon his arm as they walked”), in which Edna and Madame Ratignolle spend an afternoon together and Edna shares her intimate thoughts on her relationship with her family and her romantic history. Analysis focuses on the development of the central ideas of sense of self and societal expectations in this portion of the text. Student learning is assessed via a Quick Write at the end of the lesson: How do two central ideas develop in chapter VII?

For homework, students read and annotate chapters VIII-XI of *The Awakening*. Additionally, students identify and define unfamiliar vocabulary.

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Standards

Assessed Standard(s)	
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
Addressed Standard(s)	
W.11-12.9.a	Draw evidence from literary or informational texts to support analysis, reflection, and research. 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”).
L.11-12.4.a	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. 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.

Assessment

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Assessment(s)

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

- How do two central ideas develop in chapter VII?

High Performance Response(s)

A High Performance Response should:

- Determine two central ideas in chapter VII (e.g., sense of self and societal expectations).
- Analyze how two central ideas develop in chapter VII (e.g., The central ideas of sense of self and societal expectations develop in chapter VII. Edna's conversation with Madame Ratignolle develops her sense of self in this excerpt because Edna equates the "candor" of the interaction with a "first breath of freedom" (p. 22). This "candor" stands in contrast to the "habitual reserve" she has come to know in herself, and demonstrates that while Edna is not typically open with her thoughts and ideas, she enjoys the way it feels (p. 16). With Madame Ratignolle, Edna feels safe to open up and share intimate thoughts and ideas that defy or go against societal expectations about her marriage, which has "no trace of passion," and her relationship with her children, which is "uneven [and] impulsive" (p. 21). Edna realizes her responsibilities as a mother are something "she had blindly assumed," and that she was not naturally "fitted" to the role (p. 22); Edna's feelings are in direct opposition to her society's ideal "mother-woman" (p. 10).)

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- reserve (n.) - the formality and self-restraint in manner and relationship; avoidance of familiarity or intimacy with others
- discernment (n.) - keen perception or judgment
- effusive (adj.) - extravagantly demonstrative of emotion
- enamored (v.) - filled or inflamed with love
- acme (n.) - the highest point
- fancied (v.) - believed without being absolutely sure or certain
- dissolution (n.) - the act of officially ending a marriage, organization, agreement, etc.

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

- candor (n.) - the quality of being open, sincere, and honest

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

- confidences (n.) - secrets that you tell someone you trust
- sympathy (n.) - a state in which different people share the same interests, opinions, goals, etc.
- matronly (adj.) - suitable for an older married woman
- impulse (n.) - a sudden strong desire to do something
- controversies (n.) - arguments that involve many people who strongly disagree about something
- imperceptibly (adv.) - impossible to see or notice
- affliction (n.) - the state of being affected by something that causes suffering
- infatuation (n.) - a feeling of foolish or very strong love or admiration for someone or something
- bliss (n.) - complete happiness

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, W.11-12.9.a, L.11-12.4.a Text: <i>The Awakening</i> by Kate Chopin, Chapter VII 	
Learning Sequence: <ol style="list-style-type: none"> 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Closing 	<ol style="list-style-type: none"> 1. 5% 2. 10% 3. 65% 4. 15% 5. 5%

Materials

- Copies of the Central Ideas Tracking Tool for each student (optional)
- Student copies of the Short Response Rubric and Checklist (refer to 11.4.1 Lesson 1)

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%

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Begin by reviewing the agenda and the assessed standard for this lesson: RL.11-12.2. In this lesson, students read and analyze chapter VII of *The Awakening*. Student analysis and discussion focuses on the development of a central idea in chapter VII.

- Students look at the agenda.

Activity 2: Homework Accountability

10%

Instruct students to take out their responses to the previous lesson's homework assignment. (Complete the revisions to your narrative writing piece based on your peer review discussion and work with W.11-12.3.d. Come to the following lesson prepared to share 1-2 revisions. Come to the following lesson with a revised narrative writing piece.)

Instruct students to form pairs and talk about 1-2 revisions they made to their narrative writing piece based on their peer review and alignment to W.11-12.3.d. Instruct students to submit their revised narrative writing pieces after their discussion.

- Student responses will vary depending on their narrative writing pieces. Students should use the language of W.11-12.3.d in discussion.
- Consider reminding students to use the relevant portions of the 11.4 Narrative Writing Rubric and Checklist to guide their discussions if necessary.

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.

Activity 3: Reading and Discussion

65%

Instruct students to form pairs. Instruct students to read and annotate chapter VII of *The Awakening* (from “Mrs. Pontellier was not a woman given to confidences” to “She leaned draggingly upon his arm as they walked”).

- This annotation supports students' engagement with W.11-12.9.a, which addresses the use of textual evidence in writing.
- **Differentiation Consideration:** Consider providing students with the Central Ideas Tracking Tool for additional support in identifying where central ideas emerge in the text and how they develop over the course of the text.

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

How do the descriptions of Edna's past and present relationships develop central ideas in this portion of text?

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.

Instruct student pairs to reread pages 16-18 of *The Awakening* (from “Mrs. Pontellier was not a woman given to confidences” to “seemed almost motionless in the far distance”) and answer the following questions before sharing out with the class.

Provide students with the following definition: *reserve* means “the formality and self-restraint in manner and relationship; avoidance of familiarity or intimacy with others” and *discernment* means “keen perception or judgment.”

- Students write the definitions of *reserve* and *discernment* on their copies of the text or in a vocabulary journal.
- **Differentiation Consideration:** Consider providing students with the following definitions: *confidences* means “secrets that you tell someone you trust,” *sympathy* means “a state in which different people share the same interests, opinions, goals, etc.,” and *matronly* means “suitable for an older married woman.”
- Students write the definitions of *confidences*, *sympathy*, and *matronly* on their copies of the text or in a vocabulary journal.

How is Edna changing as a result of being at Grand Isle?

- Edna is becoming more comfortable with expressing her feelings during the summer at Grand Isle, as “she began to loosen ... the mantle of reserve” that was a part of her personality (p. 16).

What comparisons does the narrator draw between Edna and Madame Ratignolle in this excerpt?

- Student responses should include:
 - Madame Ratignolle possesses “candor” in every part of her life in contrast to Edna’s closed personality of “habitual reserve” (p. 16).
 - Madame Ratignolle possesses a “more feminine and matronly figure,” while Edna has a subtle “noble beauty” that is not a stereotypically attractive figure, which makes Edna “different from the crowd” (p. 17).

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What does the description of Madame Ratignolle suggest about the meaning of *candor* in this context?

- *Candor* may mean being open or unreserved, because the narrator describes Madame Ratignolle's existence as being one that "every one might read" (p. 16). The narrator describes Madame Ratignolle's personality as the opposite of Edna's "habitual reserve," which means that Madame Ratignolle is not shy and speaks her mind (p. 16).
- **Differentiation Consideration:** If students struggle to define *candor*, consider providing the following definition: *candor* means "the quality of being open, sincere, and honest."
- Students write the definition of *candor* 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.

How do the comparisons between Edna and Madame Ratignolle develop a central idea in the text?

- The comparisons between the two women develop the central idea of societal expectations. Edna's looks are such that an "indiscriminating observer" or a typical person of the world would fail to notice her physique or "noble beauty" (p. 17). On the other hand, the narrator describes Madame Ratignolle as a "more feminine and matronly figure," a more stereotypically beautiful woman who enjoys domestic activities such as "needlework" and is "more careful of her complexion" (p. 17). These comparisons further develop Edna as a woman who is "different from the crowd" and position Edna in opposition to societal expectations of women's physiques and activities during this time period (p. 17).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread pages 18-20 of *The Awakening* (from "'Of whom—of what are you thinking?'" to "But he, too, went the way of dreams") and answer the following questions before sharing out with the class.

Provide students with the following definitions: *effusive* means "extravagantly demonstrative of emotion" and *enamored* means "filled or inflamed with love."

- Students write the definition of *effusive* and *enamored* on their copies of the text or in a vocabulary journal.
- **Differentiation Consideration:** Consider providing students with the following definitions: *impulse* means "a sudden strong desire to do something," *controversies* means "arguments that involve many people who strongly disagree about something,"

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imperceptibly means “impossible to see or notice,” and *affliction* means “the state of being affected by something that causes suffering.”

- Students write the definitions of *impulse*, *controversies*, *imperceptibly*, and *affliction* on their copies of the text or in a vocabulary journal.

How do Edna’s reflections on her past further develop a central idea in this excerpt?

- Student responses should include:
 - Edna’s reflections on her childhood further develop the idea of sense of self in this excerpt. Edna thinks of the influence of her childhood friends who were all “self-contained” and realizes those relationships contributed to her reserved nature (p. 20).
 - Edna’s acknowledgement of her affections toward the “young gentleman” develops the idea of sense of self in this excerpt (p. 20). Edna’s reflection demonstrates her ability to be “inwardly disturbed” or experience internal feelings without demonstrating them externally or through “any outward show” (p. 20).
 - When Edna was a child she would rather have been out “walking through the grass” than in church listening to the prayers “read in a spirit of gloom” (p. 19). These thoughts about her childhood further develop the idea of sense of self because Edna knows she would rather enjoy herself than feel sad or oppressed. Additionally, these thoughts demonstrate Edna’s impulsive nature, even as a child.
- **Differentiation Consideration:** Consider posing the following question to support student understanding in this portion of text:

Why is Madame Ratignolle’s display of affection “confusing” to Edna?

- Edna finds the gesture “confusing” because she was “not accustomed to an outward and spoken expression of affection” (p. 20). Edna believes the reason for her “reserve” is due to the nature of her “occasional girl friend[s],” all of whom were “self-contained” and did not express emotions openly (p. 20).

Lead a brief whole-class discussion of student responses.

Instruct student pairs to reread pages 20-22 of *The Awakening* (from “She was a grown young woman when she was overtaken” to “She leaned draggily upon his arm as they walked”) and answer the following questions before sharing out with the class.

Provide students with the following definitions: *acme* means “the highest point,” *fancied* means “believed without being absolutely sure or certain,” and *dissolution* means “the act of officially ending a marriage, organization, agreement, etc.”

- Students write the definitions of *acme*, *fancied*, and *dissolution* on their copies of the text or in a vocabulary journal.
- **Differentiation Consideration:** Consider providing students with the following definitions: *infatuation* means “a feeling of foolish or very strong love or admiration for someone or something” and *bliss* means “complete happiness.”
- Students write the definitions of *infatuation* and *bliss* on their copies of the text or in a vocabulary journal.

What did Edna believe would be “the climax of her fate” (p. 21)?

- Edna believed that she would marry a “great tragedian,” which would have been “the acme of bliss,” and a fulfillment of “romance and dreams” (p. 21). Edna wanted to be married to someone who shared her sense of “thought and taste” (p. 21).

What does Edna’s description of her marriage demonstrate about her character development?

- Edna’s description of her marriage demonstrates that she is logical and realistic. Edna’s view demonstrates a lack of romance and a focus on being a “devoted wife of a man who worshiped her” (p. 21). Edna understands her position as a wife and mother in the “world of reality” and takes satisfaction with her marriage rather than having the “acme of bliss,” or an ideal romantic relationship (p. 21).
- **Differentiation Consideration:** If students struggle with the above analysis, consider posing the following questions:

Why did Edna marry Mr. Pontellier?

- Student responses should include:
 - Mr. Pontellier had fallen deeply in love with Edna. He “pressed his suit with an earnestness” and demonstrated “absolute devotion” that charmed and “pleased” Edna (p. 21).
 - Edna also believed Mr. Pontellier shared the same “thought and taste,” although Edna was wrong (p. 21).
 - Mr. Pontellier was Catholic, which caused “violent opposition” from her family, so in the spirit of rebellion, Edna decided to “accept Monsieur Pontellier” as her husband (p. 21).

How does Edna describe her marriage?

- Edna describes her marriage as a duty in the “world of reality” rather than a passionate engagement (p. 21). Edna’s satisfaction with her marriage to Mr. Pontellier comes from the security and adoration that Mr. Pontellier provides rather than “passion or excessive and fictitious warmth” (p. 21).

How does Edna’s relationship with her children demonstrate the development of two central ideas?

- Edna’s relationship with her children demonstrates the development of the central ideas of societal expectations and sense of self. Edna will not admit to herself that she feels a “sort of relief” when her children are away (p. 22). Edna’s realizes her responsibilities as a mother are something “she had blindly assumed” and that she was not naturally “fitted” to the role (p. 22). This conflict regarding motherhood places Edna at odds with the role of a “mother-woman,” which is an expectation for wives and mothers in her society (p. 10). As Edna discusses her realizations about her own experience as a mother, she further develops the idea of sense of self by indirectly demonstrating her own opposition to her society’s expectations of motherhood.
- **Differentiation Consideration:** If students struggle with this analysis, consider posing the following question:

What are Edna’s feelings toward her children?

- Edna has mixed feelings about her children; sometimes she would “forget them” and other times Edna would feel love and fondness for them, and “gather them passionately to her heart” (p. 21).

What do Edna’s revelations to Madame Ratignolle demonstrate about Edna’s character development?

- Edna’s revelations feel “like a first breath of freedom” and she feels “intoxicated” by her conversation (p. 22). Edna is unaccustomed to sharing so much about herself, and the experience was a “taste of candor” (p. 22). She enjoyed being able to share her thoughts and feelings with Madame Ratignolle. This newfound “candor” (p. 22) demonstrates that Edna is moving away from her “habitual reserve” (p. 16), because she has a trustworthy friend in whom she can confide and with whom she can share her thoughts.

Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write

15%

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

How do two central ideas develop in chapter VII?

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 VIII-XI of *The Awakening* (from “Do me favor, Robert,” spoke the pretty woman” to “Just as soon as I have finished my cigar”).

Additionally, direct students to box any unfamiliar words from chapters VIII-XI 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.

- Students follow along.

Homework

Read and annotate chapters VIII-XI of *The Awakening* (from “Do me favor, Robert,” spoke the pretty woman” to “Just as soon as I have finished my cigar”). Box any unfamiliar words from chapters VIII-XI 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.

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:	
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Page #	Central Ideas	Notes and Connections

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, Chapter VII

Page #	Central Ideas	Notes and Connections
Pages 16, 19-22	Sense of self	<p>The narrator describes Edna as a person of “habitual reserve,” and part of what attracts her to Madame Ratignolle is her “beauty” and her openness or the “candor of the woman’s whole existence” (p. 16).</p> <p>Edna’s willingness to “retrace” (p. 19) her thoughts demonstrates her willingness to self-reflect and understand her own motivations. The fact that Edna acknowledges that she has been “driven along by habit” (p. 19) illustrates her developing sense of self.</p> <p>Edna realizes her “reserve” (p. 16) may have had a lot to do with her friends during her childhood who were all “self-contained” (p. 20).</p> <p>Edna’s reflection on her “propensity” to be “inwardly disturbed” without any “outward show” further develops her sense of self (p. 20).</p> <p>Edna’s confession to Madame Ratignolle felt “like a first breath of freedom” (p. 22) and shows that Edna is changing and developing as an individual.</p>

Pages 16,17, 19, 21, 22	Societal expectations	<p>The physical comparison between Madame Ratignolle and Edna further separates Edna from the more typical women in Creole society. While Madame Ratignolle has a “feminine and matronly figure,” Edna possesses a “noble beauty” which makes Edna “different from the crowd” (p. 17).</p> <p>As a wife, Edna remains unfulfilled concerning passion or happiness but would rather live in the “world of reality” (p. 21).</p> <p>Edna’s role as a mother is not matronly but “uneven” (p. 21), and she feels the responsibility of being a mother as something “she had blindly assumed” (p. 22).</p>
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