The Awakening Extension Task

The Awakening (1899) is a novella by Kate Chopin (1850–1904) about a southern woman's growing interest in finding her own personal happiness rather than following the prescribed societal roles of wife and mother. The novella is regarded as a forerunner to both the rise of feminist and southern fiction genres in the twentieth century. At the time of its release, *The Awakening* was viewed as highly controversial for its open depictions of female desire and defiance of traditional gender roles and because of this, it was banned from bookstores and libraries throughout the United States. By the time of her death, Chopin had fallen into relative obscurity, and it wasn't until the 1970s that her work was rediscovered. ("The Awakening" para. 1)

Consider the various ideas presented in the novel. *The Awakening* is primarily concerned with the search for self-identity and freedom of choice, but there are many facets of identity that the novel touches on. We started the unit by considering the factors that contribute to a person's overall happiness. Throughout the novel, Edna pursues happiness in a variety of ways that create both internal and external conflicts. Various forces (societal expectations, institutions such as the church, the expectations of family and friends, etc.) exert some level of influence or control over Edna's development.

Think about your own development: the development of identity, the contributors, influences, hindrances, questions, etc., your quest for happiness, self-fulfillment, etc. How does your development parallel with Edna's story? What might you learn from Edna's experience? Who/what is the Leonce or Colonel in your life? the Adele Ratignolle? the Mademoiselle Reisz? the Etienne and Raoul? Who/what is the Grand Isle, Chenier Caminada, Esplanade Street, pigeon house? What is your sea or land? What "garments" do you put on or seek to remove?

What does research say about the development of identity? About the pursuit of happiness? About the role society plays as a support or as a hindrance? What are various theories of development that try to explain this complicated process? How do they explain it? How do these theories relate to Edna's journey? to your life?

You might consider journaling/freewriting in response to the novel and the questions above to generate ideas/uncover insights.

The goal of the extension task is to demonstrate an understanding of how the novel's themes relate to our lives today, incorporating scholarly research to develop and support a claim. You have much leeway in determining the specific focus of your project. You will create a multimedia presentation of 4–7 minutes in length that (1) demonstrates insightful understanding of *The Awakening*, (2) relates a theme or idea presented in the novel to modern life, and (3) incorporates at least three scholarly sources to develop your ideas. Review the presentation rubric to see evaluation criteria.

Works Cited

"*The Awakening*." *Gale In Context Online Collection*, Gale, 2019. *Gale In Context: High School*, link.gale.com/apps/doc/GPFTTU118193695/SUIC?u=tel_s_tsla&sid=bookmark-SUIC&xid=7586b480.

Extension Task Multimedia Presentation Rubric

Your Score		5	3	1
	Demonstration of understanding	The presentation addresses all elements of the task and effectively demonstrates understanding of the topic, text(s), and research findings.	The presentation partially addresses the task and generally demonstrates understanding of the topic, text(s), and research findings.	The presentation does not address the task or demonstrates a lack of understanding of the topic, text(s), and research findings.
	Organization and development of presentation	The presentation is organized clearly and meaningfully so that listeners can easily identify the central ideas or claims and follow the line of reasoning; supporting evidence—both from the novel and from research—is relevant and credible.	The presentation is organized and has a clear central idea or claim. Supporting evidence from credible sources is used.	The presentation has a central idea, although it may lack focus. The sources may lack credibility; the evidence may lack relevance or depth.
	Multimedia components	The presentation effectively incorporates multimedia components (e.g., videos, graphics, images, music, sound) and visual displays to clarify, support, or enhance, the central ideas or claims.	The presentation incorporates multimedia components (e.g., videos, graphics, images, music, sound) and visual displays.	The presentation either fails to incorporate multimedia components (e.g., videos, graphics, images, music, sound) and visual displays or the components are distracting and ineffective.
	Delivery of presentation	Speaker maintains consistent and appropriate eye contact, adequate volume and tone, and clear pronunciation; speaks fluently from understanding; stays within time parameters.	Speaker makes eye contact and can be generally heard and understood; may over-rely on slides (e.g., reads excessively from slides) or inadequately explain slide content; may be slightly over or under the time limits.	Speaker sometimes makes eye contact and/or is somewhat difficult to understand (e.g., low volume, distracting movements or pronunciation). Timing of presentation too short or too long.
	Use of research	The presentation incorporates and appropriately cites scholarly research from multiple sources to demonstrate insight into the topic and to effectively support the students' claims.	The presentation includes some documented research which supports the students' claims.	The presentation includes little to no research to support the students' claims.

Grade: