

# *The Age of Realism: Edith Wharton & Psychological Realism*

**OBJECTIVE:** After CLOSE READING Edith Wharton's "A Journey" h students will analyze the use of **POINT OF VIEW & IRONY as a feature of PSYCHOLOGICAL REALISM** to reveal philosophical beliefs

## **Evidence:**

- Background paragraph
  - Annotations
- Summary Template
  - Progress Check



Single-Paragraph Summary Template:  
**Expository Writing**

**COMPLETE  
SUMMARY  
TEMPLATE  
SUMMARIZE  
ESSAY'S  
MAIN IDEAS**

Identifying the topic	The <i>article / chapter / website / film</i> titled " _____ " _____ "...	<input type="radio"/> examines <input type="radio"/> addresses <input type="radio"/> introduces <input type="radio"/> supports	<input type="checkbox"/> the idea of... <input type="checkbox"/> the relationship between... <input type="checkbox"/> the importance of... <input type="checkbox"/> the reasons for...	<hr/> <hr/> <hr/> <hr/>
Introducing the content	The <i>article / chapter / website / film</i> uses / relies / cites ...	<input type="radio"/> facts <input type="radio"/> examples <input type="radio"/> information <input type="radio"/> expert opinion	<input type="checkbox"/> to explain... <input type="checkbox"/> to discuss... <input type="checkbox"/> to describe... <input type="checkbox"/> to support...	<hr/> <hr/> <hr/> <hr/>
Including key details	Another important idea from the <i>article / chapter / website / film</i> ...	<input type="checkbox"/> illustrates that ... <input type="checkbox"/> indicates that ... <input type="checkbox"/> explains why ... <input type="checkbox"/> discusses the ...		<hr/> <hr/> <hr/> <hr/>
Including key details	<hr/> <hr/> <hr/> <hr/>	<input type="radio"/> is a key detail <input type="radio"/> is a powerful example <input type="radio"/> is essential information	<input type="checkbox"/> that illustrates ... <input type="checkbox"/> that explains ... <input type="checkbox"/> that proves ... <input type="checkbox"/> because ...	<hr/> <hr/> <hr/> <hr/>
Conclusion	The <b>examples / details / information / ideas</b> found in the <i>article / chapter / website / film</i>	<input type="radio"/> support <input type="radio"/> confirm <input type="radio"/> clarify <input type="radio"/> reinforce <input type="radio"/> emphasize	<input type="checkbox"/> the value of ... <input type="checkbox"/> the need for... <input type="checkbox"/> the link between... <input type="checkbox"/> the causes of...	<hr/> <hr/> <hr/> <hr/>



# Bell Work – Quote Analysis

Other people's words can help us understand the world better.

1. Read the *quotation* below 3 times to yourself and then once to someone sitting next to you.

*A man said to the universe: "Sir, I exist!" However," replied the universe, "The fact has not created in me a sense of obligation."*

-- Stephen Crane

2. *Explain* the quote to your partner using the sentence frame:

\_\_\_\_\_ is saying...

3. Using the sentence frames below, **write** an *analysis* of the quote.

In his quote about \_\_\_\_\_, \_\_\_\_\_'s *perspective* is that \_\_\_\_\_ . This means that \_\_\_\_\_, which is relevant to \_\_\_\_\_ because \_\_\_\_\_ .

4. Get up, read your analysis to two people, and sit back down.

After watching background video, students will be able to describe the author's background and explain influence of historical context on his writing and philosophical stance.

As you read the article, fill in circle map with important information about the author's background.

Edith  
Wharton

**Use the following paragraph frame:**

\_\_\_\_\_ can be described as \_\_\_\_\_.  
She was born \_\_\_\_\_ and spent most of his life \_\_\_\_\_. While \_\_\_\_\_, she became interested in \_\_\_\_\_.  
Additionally, \_\_\_\_\_.  
Other influences on his work and philosophical stance include \_\_\_\_\_  
Her writing attempts to \_\_\_\_\_ by \_\_\_\_\_.

# What is PSYCHOLOGICAL REALISM?

- Gary Arpin describes Psychological Realists as authors interested in the distinctions of character motivation in “complex social and psychological situations” (394). He labels these authors “ironists” that distinguish themselves by juxtaposing human illusions with the indifference of the universe.
- Those who write PSYCHOLOGICAL REALISM are interested in the **inner mind’s workings in relation (often in conflict) to environmental forces and events.**
- What features would we look for in a piece of fiction that served as an example of PSYCHOLOGICAL REALISM?

# **Literary Focus:** How does the author use **POINT OF VIEW** to communicate **THEME?**

Point of View: the vantage point from which a writer tells a story. It is the ETHOS of the story. You have to trust them in order to follow along.

- a. **Omniscient:** Narrator knows everything about all characters or events.
- b. **Objective:** Narrator reports without comment but reporting details much like a camera would.
- c. **Third Person Limited:** narrator zooms in on thoughts and feelings of a single character.

# Before you read... 1<sup>st</sup> read

- **Number** the Paragraphs.
- Look at the title and use your background knowledge to **predict** what he will be arguing in this essay.
- Quick-Read: 3 minutes
  - Skim through the article and **circle KEY words** that seem to be important to what she will be arguing or communicating.

# Second: ANNOTATE

- ◆ Reads TWO PARAGRAPHS AT A TIME. Leaves one minute for student to do the following:
- ◆ Underline sentences that help you understand the author's argument and purpose. Use the following questions to guide your annotations.
  - ◆ What is the story's central **theme**? Larger **Purpose**?
  - ◆ What is the narrator's **tone**? What **word choices** does he make to communicate the appropriate tone?
  - ◆ How does the author use **PSYCHOLOGICAL REALISM** to convey theme and accomplish purpose?
  - ◆ **What is your reaction to the story? Why**





# After you read: Summarize using one of the following frames.

- What does Chopin reveal about GENDER INEQUALITY AND MARRIAGE through the events in this short story?

## Simple:

*The short story reveals that \_\_\_\_\_.*

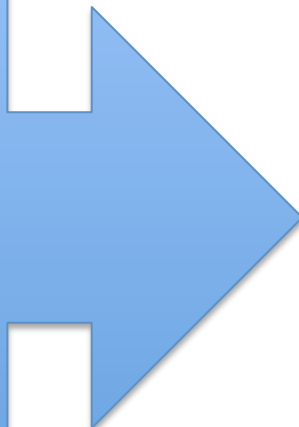
## Sufficient:

*According to \_\_\_\_\_, in the story titled “\_\_\_\_\_” \_\_\_\_\_.*

## Sophisticated:

*In the short story, “\_\_\_\_\_,” \_\_\_\_\_ asserts/ proposes/ illustrates \_\_\_\_\_.*

**COMPLETE  
SOAPS  
TEMPLATE  
TO IDENTIFY  
AUTHOR'S  
PURPOSE &  
CONTEXT**



**Analyzing Prose**

**S.O.A.P.S**

<b>S</b>	<p><b>SUBJECT</b></p> <p>What content or topic does the author explore in this piece?</p>	<ul style="list-style-type: none"> <li><input type="radio"/> The article is mainly about _____.</li> <li><input type="radio"/> The article explores the topic of _____.</li> <li><input type="radio"/> The author argues that _____.</li> <li><input type="radio"/> The article examines the idea of _____.</li> <li><input type="radio"/> The piece explains why _____.</li> <li><input type="radio"/> The author recommends _____.</li> <li><input type="radio"/> The central point of the article is _____.</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p>
<b>O</b>	<p><b>OCCASION</b></p> <p>What do we know about the time when this piece was written? What circumstances or situation may have influenced the writing of this piece?</p>	<ul style="list-style-type: none"> <li><input type="radio"/> At the time _____ was _____.</li> <li><input type="radio"/> During this period in history, _____.</li> <li><input type="radio"/> When this was written, _____.</li> <li><input type="radio"/> This piece is placed in a time when _____.</li> <li><input type="radio"/> The occasion of this passage is _____.</li> <li><input type="radio"/> The circumstances surrounding this piece include _____.</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p>
<b>A</b>	<p><b>AUDIENCE</b></p> <p>Who is this piece directed toward? Who is the intended reader? What prior knowledge might the intended readers have?</p>	<ul style="list-style-type: none"> <li><input type="radio"/> The article was written for _____.</li> <li><input type="radio"/> The intended audience is _____.</li> <li><input type="radio"/> _____ is the target audience for _____.</li> <li><input type="radio"/> Readers will be familiar with _____.</li> <li><input type="radio"/> The author is speaking to _____.</li> <li><input type="radio"/> Readers come to this piece knowing _____.</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p>
<b>P</b>	<p><b>PURPOSE</b></p> <p>What is the text trying to accomplish?</p>	<ul style="list-style-type: none"> <li><input type="radio"/> By examining _____, the author hopes to _____.</li> <li><input type="radio"/> The author explains that _____.</li> <li><input type="radio"/> We read this to learn about _____.</li> <li><input type="radio"/> The work furthers our understanding of _____.</li> <li><input type="radio"/> The piece leads us to question _____.</li> <li><input type="radio"/> Knowing this allows us to _____.</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p>
<b>S</b>	<p><b>SPEAKER</b></p> <p>Who is the writer? What is known about him or her?</p>	<ul style="list-style-type: none"> <li><input type="radio"/> _____ reveals that the writer is _____.</li> <li><input type="radio"/> Because of _____, we can assume the writer is _____.</li> <li><input type="radio"/> By including information about _____, the reader learns _____.</li> <li><input type="radio"/> The author's experiences suggest that _____.</li> <li><input type="radio"/> The author's knowledge of _____ tell us that _____.</li> </ul>	<p>_____</p> <p>_____</p> <p>_____</p>