

Plan a circle: “The Yellow Wallpaper”

Charlotte Perkins Gilman (1892) · public-domain short story · grades 10–12 · ~1 week / two meetings. Rights: Public domain.

Kit section 5 (group agreement & calendar) filled in for one text — a finished plan students see before writing their own. *Tinted italic* = sample answers.

Preview note: Preview for mental illness and controlling medical/gender dynamics; plan support.

Text, group, and target

Text / author / edition	<i>“The Yellow Wallpaper” — Charlotte Perkins Gilman (1892). Public-domain short story.</i>
Group / period / dates	<i>Rosa’s group · Period ____ · Meetings ____ & ____</i>
Grade / TEKS target (p. 3)	English III · §110.38 — 6(A): relationships among literary elements; 5(C,D): analytic commentary and summary; 1(D): student-led discussion.
Learning intention	We are learning to explain how the setting and the “rest cure” reveal a theme about autonomy and gender.
Success criteria	I bring one open question, cite two details with locations, respond to a peer, and name how my thinking changed.

Reading map & calendar

Chunk	Read through	Meeting date · leader
<i>1</i>	<i>Arrival at the house, the wallpaper introduced, and John’s control.</i>	<i>Tue · Leader: Rosa</i>
<i>2</i>	<i>The narrator’s growing fixation through the final “creeping.”</i>	<i>Thu · Leader: Will</i>

Members & first-meeting jobs (p. 7 roles)

Member	First job	Rotates to (next meeting)
<i>Rosa</i>	<i>Questioner</i>	<i>Summarizer</i>
<i>Will</i>	<i>Summarizer</i>	<i>Clarifier</i>
<i>Tara</i>	<i>Clarifier</i>	<i>Evidence tracker</i>
<i>Ben</i>	<i>Predictor</i>	<i>Questioner</i>

Text-specific discussion questions (open — more than one answer)

- **Predict:** The narrator is told to rest and not write — what will forced idleness do to her? What clue hints at it?
- **Question:** Why might Gilman make the wallpaper’s “woman” appear only to the narrator?
- **Clarify:** What does the narrator mean when she “gets out at last”?
- **Summarize:** Trace how her view of the wallpaper changes across the story, without opinion.
- **Interpret the theme:** How do the setting and John’s control reveal a theme about women’s autonomy? Use two details.

Optional Jigsaw lenses (p. 4): *Character* (the narrator and John) · *Symbol* (the wallpaper and its “woman”) · *Point of view* (the journal, increasingly unreliable) · *Theme* (autonomy and gender) · *Language* (the fragmented entries).

Sample 3–2–1 notes: Tara, symbol lens

Name: *Tara* · Home group: *Rosa's group* · Period ____ · Meetings ____ & ____ · Section: *"The Yellow Wallpaper," Chunk 2* · Expert lens: *Symbol*

What a finished prep looks like. Kit section 6 / Organizer A completed for one reader, so students can compare their notes to a strong model.

Questions <i>Is her "freedom" at the end real or tragic?</i> <i>How much does John cause her breakdown?</i>	3 · Important ideas <i>1. The wallpaper repels the narrator, then fascinates her.</i> <i>2. She comes to see a trapped woman behind the pattern.</i> <i>3. She tears the paper to "free" that woman.</i>
Vocabulary <i>atrocious = shockingly bad.</i> <i>arabesque = an ornate, winding pattern.</i>	2 · Supporting details <i>1. She describes the pattern's "bars" (middle). → Suggests confinement.</i> <i>2. She creeps over the fainted John (ending). → A grim reversal of who controls whom.</i>

1 · Summary in my own words

A woman confined for a "rest cure" fixates on the wallpaper, identifies with a trapped figure in it, and breaks down while claiming freedom.

Bring to the circle

My interpretation: *Denying a person voice and work can destroy the mind it claims to heal.*

Synthesis (two lenses): *The wallpaper (symbol) carries the theme: the trapped woman mirrors the narrator's caged autonomy. Text points: the "bars" (Chunk 2) and the final creeping.*

After discussion: *My thinking became clearer once the group compared evidence.*

TEKS evidence: 6(C,D) supported inference; 7(A) theme through characters/events; 1(D) response to a peer. · Pair with the PlotPoint "The Yellow Wallpaper" room.