

❧ “The Story of an Hour” by Kate Chopin ❧

Student Charts: Lesson 1



In this unit, you will be reading “The Story of an Hour” by Kate Chopin. The image to the left is the cover of the story. It is a *challenging* story. Look at the image and think about what might make this story challenging.

challenging – difficult or hard

In this section of the lesson, you will learn about the role of women in 19th-century America and begin reading the story.

Student Chart 1A: Lesson Objectives

Listen as your teacher reads the objectives for this lesson.

English Language Arts Objectives:

I will be able to:

- Read and understand text at the Grade 8 level
- Discuss information with several different partners
- Use language effectively for different tasks

Student Chart 1B: The Role of Women in 19th-Century America

Follow along as your teacher reads this text out loud. Then work with a partner to answer the questions.

Guiding Question: In what ways were women limited in 19th century America?

Women living in the United States in the 19th century, or the 1800s, had few *rights*. Women were not allowed to *vote*. Very few women went to college. Education was *considered* only important for men. Women were *expected* to marry a man and *bear* his children. If women worked, they had to give their *wages* to a man. Women could not get divorced, even if their husbands *abused* them.

right – something you are allowed to do

vote – make a choice in an election

considered – thought of as
expected – supposed to

bear – give birth to

wages – money you receive for working

abuse – hurt someone by treating them badly



Women marching for the right to vote, February 1913

However, many women worked very hard to gain equal rights. By the late 1800s, women had formed a *movement* to gain the right to vote.

In 1920, women in the United States were allowed to vote for the first time.

movement – a group of people working towards a common goal

1. Why didn't women vote in the 1800s?

Women were not _____ to vote in the 1880s.

2. Who was expected to go to college in the 1880s?

Only _____ were expected to go to college.

3. If a woman worked, what was she supposed to do with her money?

Women were expected to give their wages to _____.

4. If a man hurt his wife, could she divorce him?

A woman _____ divorce her husband, even if he hurt her.

5. In what year were women finally allowed to vote?

Women were allowed to vote in _____.

6. Why were women finally allowed to vote?

Many women worked hard for _____ rights.

7. Name four ways that women were limited in the 1880s.

- Women could not _____.
- Women could not attend _____.
- Women could not keep their _____.
- Women could not _____ their husbands.

Student Chart 1C: First Interactive Reading, Part 1

Follow along as your teacher reads each section of "The Story of an Hour." Then read the section with a partner and answer the questions.



Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

What news did they bring to Mrs. Mallard?

They told Mrs. Mallard news of her husband's _____.

Why did they take great care to tell her?

They took great care to tell her because she had a _____.



It was her sister Josephine who told her, in broken sentences; veiled hints that **revealed** in half concealing. Her husband's friend Richards was there, too, near her.

Who told Mrs. Mallard the news of her husband's death?

_____ told Mrs. Mallard the news.

Who was Mr. Richards?

Mr. Richards was Mr. Mallard's _____.



It was he who had been in the newspaper office when **intelligence** of the railroad disaster was received, with Brently Mallard's name leading the list of "killed."

Who told Josephine the news that Mr. Mallard had died?

_____ told Josephine the news.

Where was Richards when he heard the news?

Richards was at the _____.

How did he find out Mr. Mallard had died?

He found out Mr. Mallard had died by _____.



He had only taken the time to **assure** himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

Why did he hurry to tell Mrs. Mallard the news?

He hurried so that a _____ would not tell her.



She did not hear the story as many women have heard the same, with a paralyzed inability to accept its **significance**. She wept at once, with sudden, wild **abandonment**, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow.

What does Mrs. Mallard do when she hears the news?

She _____ and goes to her room _____.



There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a **physical** exhaustion that haunted her body and seemed to reach into her soul.

What did she do when she entered the room?

She _____ into an armchair.

How did she feel?

She felt _____.



She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.

What did she see in the open square?

She saw _____ , _____
and _____.

She heard _____ and _____.



There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

Why does the author mention the clouds?

The author mentions the clouds because something _____ is going to happen.



She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

What was she doing?

She was _____.

How was she feeling?

She was _____.



She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather **indicated** a **suspension** of **intelligent** thought.

What is she doing?

She is _____.

What words describe her?

She is _____, _____, with a _____ face whose lines bespeak _____ and _____.



There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

What was creeping out of the sky?

_____ was creeping out of the sky. She _____ what it was.



Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was **approaching** to possess her, and she was striving to beat it back with her will – as powerless as her two white slender hands would have been.

What did she think was coming?

It was something coming to _____ her.



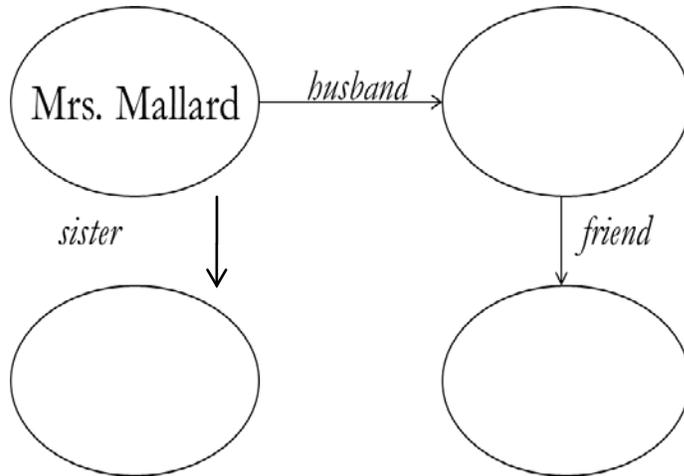
When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and **relaxed** every inch of her body.

Why does she say "free, free, free"?

She says, "free, free, free" because she is feeling free from her _____.

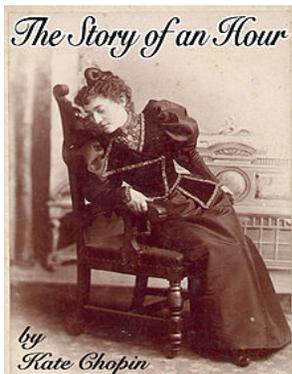
Student Chart 1D: Partnered Character Sketch, Part 1

Think about how the characters in the story are related to each other. Then work with a partner to fill in the chart below with their names.



❧ “The Story of an Hour” by Kate Chopin ❧

Student Charts: Lesson 2



This is the second lesson about “The Story of an Hour” by Kate Chopin. In this section of the lesson, you will learn more about the life of the author, Kate Chopin, how her experiences are related to the story, and why her writing was important to society. You will also continue to read the second part of the story.

Student Chart 2A: Lesson Objectives

Listen as your teacher reads the objectives for this lesson.

English Language Arts Objectives:

I will be able to:

- Read and understand text at the Grade 8 level
- Discuss information with several different partners
- Use language effectively for different tasks
- Understand and describe irony
- Analyze the language in the text to better understand the characters
- Use evidence to support an analysis of what the text says

Student Chart 2B: Who Was Kate Chopin?

Follow along as your teacher reads this text out loud. Then work with a partner to answer the questions.

Guiding Question: What is Kate Chopin best known for?

Kate Chopin was born in St. Louis, Missouri in 1850. She married when she was 20 years old. In the next eight years, she had six children. Chopin's husband died in 1882, and her mother died the *following* year. Chopin was very *depressed*, so her doctor *suggested* that she should start writing.

following – next

depressed – unhappy

suggest – tell someone what you think is a good idea to do



Starting in the 1890s, she wrote two *novels* and about a hundred short stories. Her writing often had *feminist themes*. She is well-known as one of the first American authors to write true *depictions* of women's lives and feelings. Kate Chopin died in 1904, at the age of 53.

novels – a long book

feminist – wants equal rights for women

theme – main topic

depiction – description

Kate Chopin, 1894

1. When was Kate Chopin born?

Kate Chopin was born in _____.

2. Why was Chopin depressed?

Chopin was depressed because her _____ and her _____ were dead.

3. What did Chopin do to feel better?

Chopin started _____ to feel better.

4. When did Chopin start writing?

Chopin started writing in the _____.

***Bonus: How old was Chopin when she started writing?**

Chopin was _____ years old when she started writing.

5. What does “feminist themes” mean?

Feminist themes means main _____ that are in favor of _____ rights for _____.

6. Think about the role of women in the 19th century. Why was it important that Chopin’s writing had feminist themes?

It was important that Chopin’s writing had feminist themes because

_____.

7. Chopin was the first American to write about what topic?

Chopin was one of the first American authors to write about the

_____ lives of _____.

8. What is Kate Chopin best known for?

Kate Chopin is best known for being one of the first

_____ to write _____ depictions of women’s

_____ and _____.

Student Chart 2C: First Interactive Reading, Part 2

Follow along as your teacher reads each section of “The Story of an Hour.” Then read the section with a partner and answer the questions.



She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted **perception enabled** her to dismiss the suggestion as trivial.

She was feeling two opposite things. What were they?

She was feeling _____ and _____.



She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

What words describe her husband?

He is _____ and _____ with _____ hands.



There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind **persistence** with which men and women believe they have a right to **impose** a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that **brief** moment of illumination.

Her husband has died. How has her life changed?

She is _____ to do what she wants. She feels she was given a new life.



And yet she had loved him – sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

What was the strongest impulse of her being?

The strongest impulse of her being was _____.



"Free! Body and soul free!" she kept whispering.

What was Mrs. Mallard's overwhelming feeling?

Both her body and soul felt _____.



Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door – you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

What was Josephine doing?

Josephine was trying to console Mrs. Mallard by _____.

What was she worried about?

Josephine was worried about her sister's _____ and _____ well-being.



"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

Define "drinking in an elixir of life":

Is she making herself ill or is she accepting her freedom?

She is _____.

How do you know?

Through the _____ she was drinking in an elixir of life. She wanted to live forever because she was free.



Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

How does she feel about the days to come and the rest of her life?

She feels _____; she hopes she will live a long _____.



She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

She opened the door and how did she act?

She acted _____; like a _____.

Mrs. Mallard is compared to whom?

She is compared to a _____.



Some one was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one.

Who came in the door?

_____ came in the door.

Who was he?

He was her _____.



He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen himself from the view of his wife.

Why did Josephine scream?

Josephine screamed because she thought he was _____; she was shocked to see him _____.



But Richards was too late.

When the doctors came they said she had died of heart disease – of joy that kills.

Who died?

_____ died.

How did she die?

She died of _____.

Why was this unexpected?

Her death is unexpected because we would usually expect a wife to be _____ to find out her husband is alive. Instead, Mrs. Mallard is _____ because now she won't be _____.

Student Chart 2D: Partnered Character Sketch, Part 2

Think about the words that have been used to describe Mrs. Mallard and Mr. Mallard. Work with a partner to write these words in the chart below. You will need to look at both readings to complete this chart.

| Mr. Mallard | Mrs. Mallard |
|-------------|--------------|
| | |

Student Chart 2E: Concepts in Literature: Irony

Does "The Story of an Hour" have an ironic ending? Work with a partner to write one or two examples from the text that support your answer.

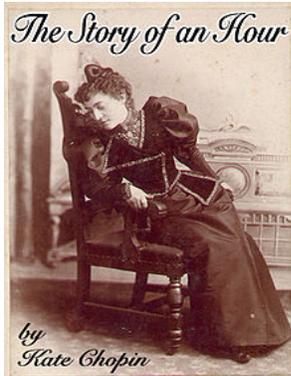
The Story of an Hour _____ have an ironic ending.
(does/does not)

Example 1:

Example 2:

❧ “The Story of an Hour” by Kate Chopin ❧

Student Charts: Lesson 3



This is the third lesson about “The Story of an Hour” by Kate Chopin.

In this section of the lesson, you will learn about analogies and you will learn the definitions of challenging words from the text. You will also re-read the story to check your understanding.

Student Chart 3A: Lesson Objectives

Listen as your teacher reads the objectives for this lesson.

English Language Arts Objectives:

I will be able to:

- Understand and describe analogy
- Analyze the use of analogies in the text
- Use evidence to support an analysis of what the text says
- Understand key words from the story
- Determine a theme in the text and analyze its development
- Use language effectively for different tasks

Student Chart 3B: Concepts in Literature: Analogy

Listen as your teacher explains what analogy is.

Examples of analogy from "The Story of an Hour":

1. She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, *as a child who has cried itself to sleep continues to sob in its dreams.*
2. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will – *as powerless as her two white slender hands would have been.*
3. There was a feverish triumph in her eyes, and she carried herself unwittingly *like a goddess of Victory.*

Write a definition for analogy in your own words in the space below.

Analogy is...

Write your own analogy:

Student Chart 3C: Glossary of Words

Fill in the chart with English definitions and examples of the new words you learn in this lesson.

| Word | English Definition | Example from Text | Picture | Personal Example |
|-------------|--------------------------------------|---|---|---|
| abandonment | <i>taken over with great emotion</i> | She wept at once, with sudden, wild abandonment. |  | <i>At the concert, we danced around with abandonment.</i> |
| approaching | | She was beginning to recognize this thing that was approaching to possess her. |  | |
| aquiver | | The tops of trees were all aquiver with the new spring life. |  | |
| assure | | He had only taken the time to assure himself of its truth by a second telegram. |  | |
| brief | | A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination. |  | |

Student Chart 3C: Glossary of Words

Fill in the chart with English definitions and examples of the new words you learn in this lesson.

| Word | English Definition | Example from Text | Picture | Personal Example |
|--------------|--------------------|---|---|------------------|
| enabled | | A clear and exalted perception enabled her to dismiss the suggestion as trivial. |  | |
| impose | | Men and women believe they have a right to impose a private will upon a fellow-creature. |  | |
| indicated | | It was not a glance of reflection, but rather indicated a suspension of intelligent thought. |  | |
| intelligence | | It was he who had been in the newspaper office when intelligence of the railroad disaster was received. |  | |
| perception | | A clear and exalted perception enabled her to dismiss the suggestion as trivial. |  | |

Student Chart 3C: Glossary of Words

Fill in the chart with English definitions and examples of the new words you learn in this lesson.

| Word | English Definition | Example from Text | Picture | Personal Example |
|-------------|--------------------|--|---|------------------|
| persistance | | There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. |  | |
| physical | | She sank, pressed down by a physical exhaustion that haunted her body. |  | |
| relax | | Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body. |  | |
| reveal | | It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. |  | |

Student Chart 3C: Glossary of Words

Fill in the chart with English definitions and examples of the new words you learn in this lesson.

| Word | English Definition | Example from Text | Picture | Personal Example |
|--------------|--------------------|--|---|------------------|
| significance | | She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. |  | |
| suspension | | It was not a glance of reflection, but rather indicated a suspension of intelligent thought. |  | |

Student Chart 3D: Second Interactive Reading

Follow along as your teacher reads each section of "The Story of an Hour." Then read the section with a partner and answer the questions, using the words in brackets.



Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death. It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her.

Josephine told Mrs. Mallard about her husband's death. What phrases does Chopin use to describe the way they told her the news? [broken, care, concealing, gently, great, hints]

_____ was taken

as _____ as possible

in _____ sentences

veiled _____

half _____



It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

What is the literal meaning of the second sentence? Literal means exact. Explain the exact meaning of the second sentence in your own words. [quickly, telegram, upset]

Mr. Richards sent a second _____ to be sure Mr. Mallard had died.

He _____ went to tell Mrs. Mallard.

He wanted to tell her in a way that didn't _____ her.



She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow.

What does this paragraph mean? [alone, calm, cried, freeze, held, unlike]

She was _____ most women. She did not _____. She _____ right away while her sister _____ her. When she was _____, she went to her room _____.



There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

How does Chopin stress that her exhaustion was physical? In other words, what words and phrases tell you she is tired? [body, down, pressed, sank, tired]

Her _____ was _____ _____ as she _____ into the chair. She was so _____ that she appeared to be spiritually exhausted as well.



She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares.

The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.

There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

How would you characterize the description of the natural world portrayed in these two slides? In other words, what words and phrases describe the natural world? Are these words and phrases positive or negative? Happy or sad?

[aquiver, delicious, patches, rain, sky, sparrows]

Phrases like all _____ with the new spring life, _____ breath of _____, countless _____ were twittering, and _____ of blue _____ are all very positive, upbeat, and even hopeful.



She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams. She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

How does Chopin (the author) characterize Mrs. Mallard's gaze? In other words, what words does the author use to describe her gaze or the way she is looking?

[distance, gazing, suspension]

She is _____ into the _____, with a _____ of thought.



There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

Mrs. Mallard's thoughts were suspended, or stopped. What do we learn in this paragraph about why Mrs. Mallard's thoughts were stopped? [come, insight, waiting]

She is _____ for an _____ to _____ to her.



Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will – as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips.

She said it over and over under her breath: "free, free, free!"

The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

Chopin uses the word "abandon" in the third paragraph and again in this section. How is Mrs. Mallard's reaction (how she feels and acts) different in the third paragraph when compared with this section?

[grief, liberated, oppressed, stimulated]

Earlier, Mrs. Mallard was overcome with _____ and physically _____.

Now, she is _____ and physically _____.



She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial. She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

How should the reader interpret Mrs. Mallard's sobs from before? In other words, what is the difference between her sobs when she first found out about her husband's death and her sobs in this part of the story? [husband, joy, relief, sadness]

She felt true _____ about her _____'s death. However, now she also feels _____ and _____.



There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination. And yet she had loved him--sometimes. Often she had not.

What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

In the last paragraph, it says she has a brief moment of illumination, or realization. In other words, she has a new understanding. Describe the understanding she experiences. [controlled, future, help, herself, kind]

She realizes it was not good that her husband _____ her, even when he was _____ or trying to _____ her. Her _____ would be her own and she could live for _____.



"Free! Body and soul free!" she kept whispering.

What does Mrs. Mallard means when she says "Body and soul free"?

She is free to _____.



Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door--you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

" Go away. I am not making myself ill. " No; she was drinking in a very elixir of life through that open window.

Mrs. Mallard sees the natural world through the window. She uses the natural world to describe or symbolize how she feels. What does she see and how does she feel?

[husband, pleasant, possibility]

She sees things that are very _____, or nice. They show the _____ of a new life without her _____.



Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long. She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

What words does Chopin use to show the difference from her earlier portrayal of Mrs. Mallard's unhappiness? [feverish triumph, goddess of Victory, striving to beat]

Before, she was _____, or resist freedom.

Now, she has a _____ in her eyes.

She is like a _____.



Some one was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen himself from the view of his wife.

But Richards was too late.

When the doctors came they said she had died of heart disease – of joy that kills.

Why is the final line of the story ironic? [free, husband, joy, sadness]

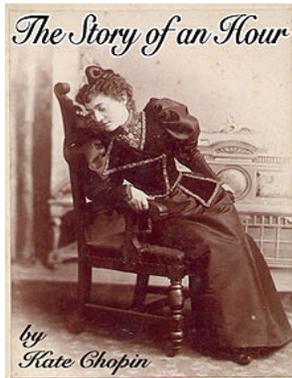
Mrs. Mallard thought she was finally _____.

She died when she saw her _____.

The doctors think she died of _____, but it was really _____.

❧ “The Story of an Hour” by Kate Chopin ❧

Student Charts: Lesson 4



This is the fourth about “The Story of an Hour” by Kate Chopin.

In this section of the lesson, you will learn how to summarize a story using a children’s story and write your own summary of “The Story of an Hour.”

Student Chart 4A: Lesson Objectives

Listen as your teacher reads the objectives for this lesson.

English Language Arts Objectives:

I will be able to:

- Use language effectively for different tasks
- Use the conventions of English to write
- Write with help from my teacher and other students

Student Chart 4B: “Somebody, Wanted, But, So, Then”

Follow along as your teacher explains this chart. Then fill it out using information from the story *I Want My Hat Back*.

| | |
|----------------------------------|--|
| Protagonist “Somebody” | Who is the main character? The main character is _____. |
| Motivation “Wanted” | What does the main character want? The main character wants _____. |
| Conflict “But...” | What is the problem? But the problem is _____. |

| | |
|------------------------------|---|
| Rising action "so" | What does the main character do? So the bear _____ _____ |
| Conclusion "Then" | What happens in the end? Then in the end _____ _____ |

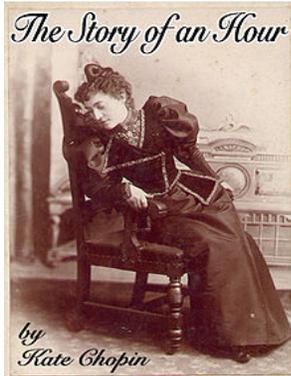
Student Chart 4C: Summary of *The Story of an Hour*

Fill out the following "Somebody, Wanted, But, So, Then" chart for *The Story of an Hour*.

| | |
|----------------------------------|---|
| Protagonist "Somebody" | Who is the main character? The main character is _____ |
| Motivation "Wanted" | What does the main character want? The main character wants _____ _____ |
| Conflict "But..." | What is the problem? But the problem is _____ _____ |
| Rising Action "So" | What does the main character do? So _____ _____ |
| Conclusion "Then" | What happens in the end? Then in the end _____ _____ |

❧ “The Story of an Hour” by Kate Chopin ❧

Student Charts: Lesson 5



This is the fifth lesson about “The Story of an Hour” by Kate Chopin.

In this section of the lesson, you will learn how to write an argument and explain the point you are arguing. You will also write your own brief argument about “The Story of an Hour”

Student Chart 5A: Lesson Objectives

Listen as your teacher reads the objectives for this lesson.

English Language Arts Objectives:

I will be able to:

- Use the conventions of English to write
- Write a clear argument that supports a claim
- Write with help from my teacher and other students

Student Chart 5B: Writing an Argument

Work with a partner to fill out the graphic organizer.

| | |
|---|---|
| <u>Claim</u> | <i>The Story of an Hour</i> _____ have an ironic ending. (does/does not) |
| <u>Example</u> (Write an example from the text that supports, or backs up your claim.) | |

Explanation

(Explain why your example supports your claim.)

Now work independently to write an essay that argues for or against the claim that the ending of "The Story of an Hour" is ironic. Be sure to use evidence from the text to support your thoughts. Use your graphic organizer to help you fill in the spaces.

[Introduction – *State your claim*] "The Story of an Hour" by Kate

Chopin _____ have an ironic ending.

[Evidence – *State an example from the text*] In the story, _____

[Explanation – *Explain why your example supports your claim*] This example shows that the ending _____ ironic because _____

[Conclusion – *Restate your claim*] In conclusion, this example demonstrates that

The Story of an Hour by Kate Chopin _____ have an ironic ending.

❧❧ “The Story of an Hour” by Kate Chopin ❧❧



Student Charts: Extension A

A1. Class Extension Activity

In class, list Mrs. Mallard’s characteristics, or traits, in the space below:

| Physical Traits <i>(how she looks)</i> | Personality Traits <i>(how she acts)</i> |
|---|---|
| | |

A2. Home Extension Activity

Watch or read one of the following movies or stories, and list the main characters' traits in the space below:

Movies:

- *Mirror, Mirror*
- *Tangled*
- *Mulan*
- *Brave*

Stories:

- "Don't Kiss the Frog! Princess Stories with Attitude," chosen by Fiona Waters
- "Woman Hollering Creek," by Sandra Cisneros
- "Serafina's Stories," by Rudolfo Anaya

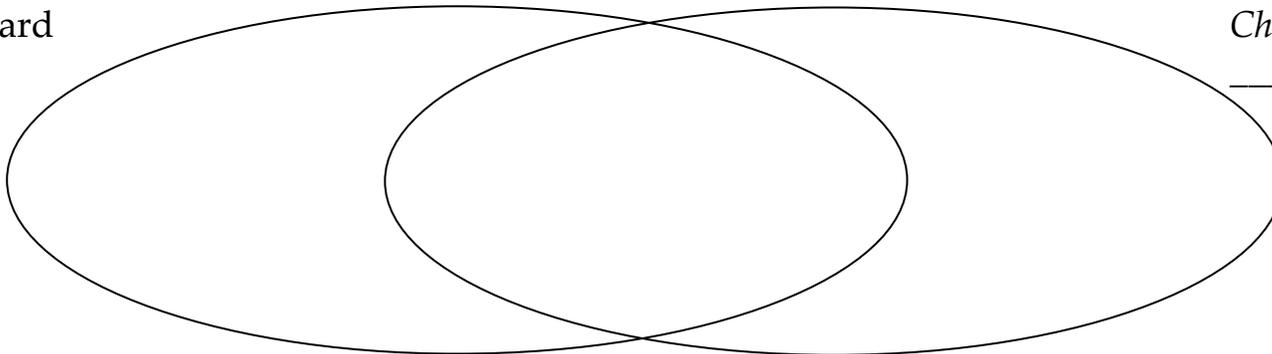
Physical Traits (*how she looks*)

Personality Traits (*how she acts*)

As you watch or read, think about how the main character is similar to or different from Mrs. Mallard. Use the Venn Diagram below to record the ways in which they are the same or different.

Mrs. Mallard

Character Name: _____



A3. Extra Credit

In the space below, use your Venn diagram to write a paragraph that summarizes your findings.

The movie I watched or the story I read was _____.

The main character was _____.

She is the same as Mrs. Mallard in many ways. For example, *(list the similarities from the center of the Venn diagram)*

In other ways, she is different. For example, *(list the differences from the edges of the Venn diagram)*, _____

Overall, I think she is _____ Mrs. Mallard.

(different from, the same as)

❧ “The Story of an Hour” by Kate Chopin ❧



Student Charts: Extension B

B. Learning New Words from Context

Listen as your teacher explains what context clues are. Find and circle the context clues for the underlined words sentences 1-3. Then define the underlined word in the last two sentences. Use a dictionary if you like.

1. The doctor reveals the bad news to the patient. She tells the patient he is very sick.
reveal – tell or let someone know something
2. The police gather intelligence about the car accident. They ask many people for information.
intelligence – information or news
3. I check over my homework carefully to assure myself that there are no mistakes. I want to be certain that I have done it right.
assure – be certain about something
4. The students are not sure of the significance of the chart. They ask their teacher about the meaning of the chart.
significance – the _____ of something
5. She dances with abandonment. She lets her emotions take over her body.
abandonment – letting your _____ take over completely
6. After the hard tennis match, Greg had great physical tiredness. His body was very tired.
physical – has to do with your _____.

❧ “The Story of an Hour” by Kate Chopin ❧



Student Charts: Extension C

C. Summary and Tableau

In your group, read **only** the section of text that has been assigned to you. Summarize it together, then fill out the “Somebody, Wanted, But, So, Then” chart. Next, create a scene that demonstrates your summary. Take a picture of your scene.

| | |
|----------------|---|
| GROUP 1 | <p> Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.</p> <p>It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.</p> <p>She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.</p> |
| GROUP 2 | <p> There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.</p> <p>She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.</p> |

| | |
|-----------------------|--|
| | <p>There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.</p> <p>She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.</p> |
| <p>GROUP 3</p> | <p> She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.</p> <p>There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.</p> <p>Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will – as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under hte breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.</p> |
| <p>GROUP 4</p> | <p> She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial. She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.</p> <p>There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.</p> |

| | |
|-----------------------|---|
| | <p>And yet she had loved him – sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being! "Free! Body and soul free!" she kept whispering.</p> |
| <p>GROUP 5</p> | <p> Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door – you will make yourself ill. What are you doing, Louise? For heaven's sake open the door." "Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.</p> <p>Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.</p> <p>She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.</p> <p>Some one was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.</p> <p>When the doctors came they said she had died of heart disease – of the joy that kills.</p> |

Summary for Your Section

Fill out the "Somebody, Wanted, But, So, Then" chart for your group's section.

| | |
|----------------------------------|---|
| Protagonist "Somebody" | Who is the main character? The main character is _____. |
| Motivation "Wanted" | What does the main character want? The main character wants _____. |
| Conflict "But..." | What is the problem? But the problem is _____. |
| Rising Action "So" | What does the main character do? So _____. |
| Conclusion "Then" | What happens in the end? Then in the end _____. |

❧❧ “The Story of an Hour” by Kate Chopin ❧❧



Student Charts: Extension D

| D. Ironic by Alanis Morissette | | |
|--|-----------------|------|
| Follow along as your teacher explains each phrase. Then fill in whether you think it is ironic, and why. | | |
| Lyrics | Is this Ironic? | Why? |
| An old man turned ninety-eight He won the lottery and died the next day | | |
| It's a black fly in your Chardonnay | | |
| It's a death row pardon two minutes too late | | |
| It's like rain on your wedding day | | |
| It's a free ride when you've already paid | | |
| It's the good advice that you just didn't take | | |

| | | |
|--|--|--|
| <p>Mr. Play It Safe was afraid to fly He packed his suitcase and kissed his kids goodbye He waited his whole life to take that flight And as the plane crashed down he thought "Well isn't this nice..."</p> | | |
| <p>A traffic jam when you're already late</p> | | |
| <p>A no-smoking sign on your cigarette break</p> | | |
| <p>It's like ten thousand spoons when all you need is a knife</p> | | |
| <p>It's meeting the man of my dreams And then meeting his beautiful wife</p> | | |