The Story of an Hour

by Kate Chopin
Day 1 Lesson 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
THE ROLE OF WOMEN IN 19TH-CENTURY AMERICA
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.

**right**: something you are allowed to do  
**vote**: make a choice in an election  
**considered**: thought of as
Why didn’t women vote in the 1800s?

Women were not **allowed** to vote in the 1880s.

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

Only **men** were expected to go to college.
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.

**expected**: supposed to  
**bear**: give birth to  
**wages**: money you receive for working  
**abuse**: hurt someone by treating them badly
If a woman worked, what was she supposed to do with her money?

Women were expected to give their wages to **a man**.

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

A woman **could not** divorce her husband, even if he hurt her.
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
In what year were women finally allowed to vote?

Women were allowed to vote in **1920**.

Why were women finally allowed to vote?

Many women worked hard for **equal** rights.
Name four ways that women were limited in the 1880s.

Women could not vote.
Women could not attend college.
Women could not keep their wages.
Women could not divorce their husbands.
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.

Guiding Questions:

• What news did they bring to Mrs. Mallard?
• Why did they take great care to tell her?
What news did they bring to Mrs. Mallard?

They told Mrs. Mallard news of her husband’s death.

Why did they take great care to tell her?

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

**Guiding Questions:**

- Who told Mrs. Mallard the news of her husband’s death?
- Who was Mr. Richards?

*reveal: let someone know something*
Who told Mrs. Mallard the news of her husband’s death?

Josephine told Mrs. Mallard the news.

Who was Mr. Richards?

Mr. Richards was Mr. Mallard’s friend.
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.”

*intelligence: information or news*
Who told Josephine the news that Mr. Mallard had died?

Mr. Richards told Josephine the news.

Where was Richards when he heard the news?

Richards was at the newspaper office.

How did he find out Mr. Mallard had died?

He found out Mr. Mallard had died by 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.

assure: be certain about something
Why did he hurry to tell Mrs. Mallard the news?

He hurried so that a stranger 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.

**Guiding Question:**

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

**significance**: the meaning of something

**abandonment**: letting emotions take over completely
What does Mrs. Mallard do when she hears the news?

She ____________ and goes to her room _____ alone.

She **weeps wildly** and goes to her room **alone**.
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.

- **Physical**: has to do with the body
What did she do when she entered the room?
She _________ into an armchair.

How did she feel?
She felt __________________.

**sank**

**a physical exhaustion**
She could see in the open square before her house the tops of trees that were all **aquiver** with the new spring life.

**aquiver**: shaking or trembling a little
Guiding Question:

• What did she see in the open square?

📖 The delicious breath of rain was in the air.
Guiding Question:
• What did she see in the open square?

📖 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
_____________________________.

quivering tree tops

a breath of rain

a peddler crying his wares

distant song

sparrows twittering
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.

**patches:** an area of something that is a different color than the rest
Why does the author mention the clouds?

The author mentions the clouds because something _____bad_____ 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.

sob: cry with a lot of emotion
What was she doing?

sobbing

She was __________.

How was she feeling?

sad

She was __________.
Guiding Questions:
• What is she doing?
• What words describe her?

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.

gaze: a steady look
It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

**indicate:** show something

**suspension:** short break or pause
What is she doing?

She is **gazing**.

What words describe her?

She is **young**, **fair**, with a **calm** face whose lines bespeak **repression** and **strength**.
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.

**Guiding Question:**

- What was creeping out of the sky?

*creeping: moving slowly*
What was creeping out of the sky?

Something ________ was creeping out of the sky.

She ________ did not know what it was.
Guiding Question:

• What did she think was coming?

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.

approaching: coming towards something
What did she think was coming?

It was something coming to possess 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.

**Guiding Question:**

- Why does she say, “free, free, free”?  

**relax**: make something loose or less stiff
Why does she say “free, free, free”? 

She says, “free, free, free” because she is feeling free from her ______husband______.
Mrs. Mallard

Josephine

husband

Brently Mallard

sister

friend

Mr. Richards