



## Lesson 3: Teacher’s Guide and Notes



This teacher’s guide offers an overview of “The Story of an Hour”: Lesson 3. It includes a detailed daily guide of materials, activities, lesson objectives, tips for preparation, and the Common Core English Language Arts standards included in each lesson. Also included are optional extension activities and related strategies for English language learners (ELLs).

### Lesson Overview

#### Common Core Objectives

Students will:

- Cite the textual evidence that supports an analysis of what the text says (RL 8.1)
- Determine a theme or central idea of a text and analyze its development over the course of the text (RL 8.2)
- Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision (RL 8.3)
- Determine the meaning of words and phrases as they are used in a text (RL 8.4)
- Analyze the impact of analogies on meaning and tone (RL 8.4)
- Adapt speech to a variety of contexts and tasks (SL 8.6)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L 8.6)

#### Teacher Materials

- [Lesson 3: Teacher’s Guide](#)
- Lesson 3 ([PPT](#) / [PDF](#))

#### Student Materials

- [Lesson 3: Student Charts](#)  
(includes glossary)



## Preview the Lesson

### Activity 3A: Lesson Objectives

**Overview:** Teacher reads lesson objectives with students.

**Materials:** Lesson 3 PPT and Teacher’s Guide; Student Chart 3A

- Before students enter the room, display the objectives on Slide #1.
- Have students turn to the content and language objectives.
- Read or have a student read the objectives aloud, one at a time.

## Concepts in Literature

### Activity 3B: Mini-Lesson on Analogy

**Overview:** Teacher explains the concept of analogy; students explore the three main analogies in the story and their impact on the story’s meaning and tone.

**Materials:** Lesson 3 PPT and Teacher’s Guide (cont.); Student Chart 3B

- Display Slide #2 introducing the lesson on analogy and explaining what analogy is.
  - **Teacher prompt: Analogy is when you describe something by showing how it is like something else. Kate Chopin uses analogy in “The Story of an Hour” to describe how Mrs. Mallard acts. Let’s look at these examples of analogy.**
- Have students turn to Student Chart 3B.
- Show them the three examples of analogy in the story on Slides #3-6.
- For each analogy, guide one or two volunteers in acting out the meaning of the analogy.
- Using the Teacher Slides, discuss with students how each analogy has an impact on the story’s meaning and tone.
  - Slide #3:

**In this part, it says she sat with her head back on the chair. She didn’t move except every once in a while she cries a little. It says she is like a child that fell asleep crying, but it still cries a little in its sleep.**



**Who can show me what this would look like?** (Guide one or two students in acting this out – asleep and occasionally sobbing.)

**When it says she is like a crying child, what does that tell you about her?**

- Slide #4:

**Now the feeling of freedom is coming to her, but she's not sure what it is yet. She is beginning to recognize it, or to know what it is, but she can't stop it. It says she was striving, or trying, to beat it back, or stop it with her will, or her mind. But her mind is as powerless to stop the feeling as her hands would be.**

**It says that her hands are white and slender, or thin. If she has thin, white hands, do you think the author wants you to think that her hands are very strong?**

- Slide #5:

**This is near the end of the story, when she comes down the stairs with Josephine. It says she has triumph in her eyes, which means it looks like she won something. And it says she carried herself unwittingly, or without knowing it, like a goddess of Victory.**

**Here is a picture of the Greek goddess of victory. The goddess of victory was part of the Greek religion. She helped people win wars.**

**Who can show me what it would look like to walk like the goddess of Victory?** (Guide one or two students in acting this out – walking very triumphantly.)

**When it says that she walked like the goddess of Victory, what does that tell you about her?** [*Anticipated responses: she is strong, she has won*]

- Have students work with a partner to write a definition of analogy in their own words and come up with their own analogy (Student Chart 3B). If there is time, they can read their analogy and have another pair of students act it out.

## Key Vocabulary

### Activity 3C: Introduce the Glossary of Words

**Overview:** Students use their glossaries to fill in new words.

**Materials:** Lesson 3 PPT and Teacher's Guide (cont.); Student Chart 3C



- Display Slide #6.
- Have students turn to Student Chart 3C. Tell them that they will learn several new words from this lesson.
- Explain the glossary and tell students that they will be writing an English definition for each new word they learn. At the end of the day or as homework, they will write a sentence that uses the new words they have learned. They can look in a dictionary, ask a peer, or ask the teacher for help if they are having difficulty understanding the meanings of the new words.

*Note: The glossary can be used at the end of lessons either as a reinforcement activity or homework, depending on lesson timing and the needs of the students.*

## Interactive Reading

### Activity 3D: Interactive Reading

**Overview:** Teacher posts guiding questions for the reading; teacher leads students in a second interactive reading of the complete story which focuses on grade-level questions and embeds vocabulary instruction.

**Materials:** Lesson 3 PPT and Teacher’s Guide (cont.); Student Chart 3D

- Display Slide #7 to introduce the second interactive reading of the story.
- Display Slide #8 to present vocabulary slides that are included throughout the second interactive read.
  - Read through the slide with students; consider having a student read the definition in English and Spanish.
  - Allow students to talk with each other during the Partner Talks.
  - Have students fill out definitions in their glossaries (Student Chart 3C) for each new word.
- Display Slide #9 with the guiding questions and the first paragraph of text.
- Have students turn to Student Chart 3D.
- Read the question aloud or have the students read it.
- Read the text aloud as the students follow along (Student Chart 3D).
- For each question, have students turn to a partner and talk about their answers.
- Ask one or two pairs to share their responses with the whole class.



- Display the correct responses on Slide #10. Students should write their responses in their Student Charts.
- Repeat for Slides #11-58.