

❧ “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

<p>Women marching for the right to vote, February 1913</p> <p>However, many women worked very hard to gain equal rights. By the late 1800s, women had formed a <i>movement</i> to gain the right to vote. In 1920, women in the United States were allowed to vote for the first time.</p>	<p>movement – a group of people working towards a common goal</p>
<p>1. Why didn't women vote in the 1800s? Women were not _____ to vote in the 1880s.</p> <p>2. Who was expected to go to college in the 1880s? Only _____ were expected to go to college.</p> <p>3. If a woman worked, what was she supposed to do with her money? Women were expected to give their wages to _____.</p> <p>4. If a man hurt his wife, could she divorce him? A woman _____ divorce her husband, even if he hurt her.</p> <p>5. In what year were women finally allowed to vote? Women were allowed to vote in _____.</p> <p>6. Why were women finally allowed to vote? Many women worked hard for _____ rights.</p> <p>7. Name four ways that women were limited in the 1880s.</p> <ul style="list-style-type: none"> • 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.

