

# ❧ “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 19<sup>th</sup> 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: