



Lesson 5: Teacher’s Guide and Notes



This teacher’s guide offers an overview of “The Story of an Hour”: Lesson 5. 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	
<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of Standard English (L 8.2) • Write arguments to support claims with clear reasons and relevant evidence (W 8.1) • Produce clear and coherent writing with some guidance and support from peers and adults (W 8.4) • With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (W 8.5) 	
Teacher Materials	Student Materials
<ul style="list-style-type: none"> • Lesson 5: Teacher’s Guide • Lesson 5 (PPT / PDF) 	<ul style="list-style-type: none"> • Lesson 5: Student Charts



Preview the Lesson

Activity 5A: Lesson Objectives

Overview: Teacher reads lesson objectives with students.

Materials: Lesson 5 PPT and Teacher’s Guide; Student Chart 5A

- Before students enter the room, display the objectives on Slide #1.
- Have students turn to the content and language objectives (Student Chart 5A).
- Read or have a student read the objectives aloud, one at a time.

Writing Activity

Activity 5B: Writing an Argument

Overview: Students develop an argument to support their claim of whether or not the ending of “The Story of an Hour” is ironic. Students work individually or in pairs.

Materials: Lesson 5 PPT and Teacher’s Guide; Student Chart 5B

- Display Slide #2 (optional).
- Have students turn back to Student Chart 2E, where they worked with a partner to discuss whether or not “The Story of an Hour” has an ironic ending.
- Have students turn to a partner and discuss the examples from the text that supported their claim.
- Have students turn to Student Chart 5B. They should work with a partner to fill in the graphic organizer. First, they will write their claim – tell students that it is ok to change their minds from last time. Next, they will write an example from the text that supports their claim and an explanation for why the example supports their claim.
- Have students work individually to fill in the argument frame, using text from their graphic organizer.