

Totally Different Stories

Perspective

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Grade Level	9th Grade
Subject	English/Language Arts

Essential Question

How does perspective influence a reader's response? How do authors use perspective to help readers?

Summary

In this lesson, students will consider the context and evaluate perspectives while comparing "Story of an Hour" and excerpts from "The Awakening". After reading the stories, students will write a short response from the perspective of the characters.

Snapshot

Engage

Students participate in a Caption This activity using pictures of couples from the time.

Explore

Students engage in an Always, Sometimes, or Never True activity over statements about love/marriage.

Explain

Students read *The Story of an Hour* and or excerpts from *The Awakening*. While reading, they complete a T-Chart over the text.

Extend

Students write journal entries from the perspective of a character.

Evaluate

Students collaborate in pairs on an I Think/We Think activity.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

PPV402: Understand point of view in somewhat challenging passages

Oklahoma Academic Standards: English Language Arts (Grade 9)

9.3.R.2: Evaluate authors' perspectives and explain how those perspectives contribute to the meanings of texts.

9.3.W.1: Compose narratives reflecting real or imagined experiences that:

- include engaging plots involving well-developed, complex characters resolving conflicts
- establish narrator(s) that enhance(s) the narrative
- are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
- provide clear descriptions, using precise language, sensory details, and dialogue
- include varied syntax to enhance readability
- emulate literary elements and/or literary devices from mentor texts

Attachments

- Always, Sometimes, Never True—Totally Different Stories - Spanish.docx
- Always, Sometimes, Never True—Totally Different Stories - Spanish.pdf
- Always, Sometimes, Never True—Totally Different Stories.docx
- Always, Sometimes, Never True—Totally Different Stories.pdf
- Caption This—Totally Different Stories - Spanish.docx
- Caption This—Totally Different Stories - Spanish.pdf
- Caption This—Totally Different Stories.docx
- Caption This—Totally Different Stories.pdf
- Excerpt from The Awakening—Totally Different Stories - Spanish.docx
- Excerpt from The Awakening—Totally Different Stories - Spanish.pdf
- Excerpt from The Awakening—Totally Different Stories.docx
- Excerpt from The Awakening—Totally Different Stories.pdf
- I Think, We Think—Totally Different Stories - Spanish.docx
- I Think, We Think—Totally Different Stories - Spanish.pdf
- I Think, We Think—Totally Different Stories.docx
- I Think, We Think—Totally Different Stories.pdf
- Lesson Slides—Totally Different Stories.pptx
- T-Chart—Totally Different Stories - Spanish.docx
- T-Chart—Totally Different Stories - Spanish.pdf
- T-Chart—Totally Different Stories.docx
- T-Chart—Totally Different Stories.pdf

Materials

- Lesson Slides (attached)
- Always, Sometimes, Never True activity (attached; one per student)
- Caption This handout (attached; one per student)
- Excerpt from *The Awakening* (attached; one per student)
- T-Chart handout (attached; one per student)
- I Think/We Think handout (attached; one per student)
- *Story of an Hour* by Kate Chopin (linked below)
- Pen/pencil
- Student devices withinternet access

Engage

Use attached Lesson Slides. Display **slides 3** and **4** to introduce the lesson. Explain the objectives and overview of the lesson.

Move to **slide 5** and inform students that they are participating in an activity called Caption This. Pass out the attached **Caption This** handout**,** and instruct students to caption the images of couples from the era of the Kate Chopin stories (**slides 6-11**). Remind students that the time period of when these stories were written is very different than the time we are living in today. Gender and marriage roles are not the same and the way people thought about the topics can differ vastly from what many people think in modern day. Students should pay careful attention to determine what each of the spouses is thinking, or the story behind the picture from both perspectives. Instruct students to write responses on their handout as you display the images on the screen.

Teacher's Note: Optional Approach to the Activity

Display the images around the classroom. Distribute two different colors of sticky notes to students (one for the husband and one for the wife). Have students write down thoughts for each spouse on the appropriate color sticky note and put it up on the wall by the image. After students have circulated around the room and made notes for most or all of the images, have volunteers share out some of their responses.

Explore

Move to **slide 12** and pass out the attached **Always, Sometimes, or Never True** handout. Introduce students to the Always, Sometimes, or Never True strategy. Have students read through each of the statements on the handout, and then label them as "always true," "sometimes true," or "never true." Underneath each statement, instruct students to explain their reasoning for why they chose each label.

Once students have had time to work, go through each statement on **slides 13-19** and invite students to share out which label they chose and why. Encourage students to respectfully engage in discussion about the statements and differing opinions.

Explain

Display **slide 20** and inform students that they are reading a story and a story excerpt written by author Kate Chopin. Pass out the attached excerpt from ***The Awakening*** and the story, *The Story of an Hour*.

Move to **slide 21** and pass out the attached **T-Chart** handout. Inform students that while they are reading they will be using the instructional strategy T-Chart to organize the evidence they collect on Mrs. Mallard and Mr. Pontellier. As the students read, remind them to take time to consider the two characters' points of view and ask themselves the following questions:

- How are they feeling?
- What are they thinking?
- What are they going through?

Remind students to pay careful attention to not put their perspective into the character, but instead to use specific evidence from the text to support the character's thoughts.

50 minutes

Extend

Once the reading is complete, display **slide 22** and instruct students to write journal entries from the point of view of one of the two characters:

- Mrs. Mallard while she's alone in her room.
- Mr. Pontellier in the midst of his wife leaving him.

Redirect students to the notes they took while they were reading. Remind them to consider the perspective and feelings of the character they chose to write on as they complete the journal entries.

Teacher's Note: Differentiation

If time permits or students are more advanced, they could write on both perspectives while keeping each separate and different.

Evaluate

Move to **slide 23** after students have completed their writing. Distribute the attached handout, **I Think/We Think**, to each student. Instruct students to answer the following question on their own using the I Think, We Think strategy: *How did the author's use of perspective help you understand the character?* Once the students complete the "I Think" portion of the handout, display **slide 24**. Instruct them to partner up with one person who wrote from the opposite perspective. Together, the pair should discuss the question and provide one answer the encompasses both character perspectives. Each student should complete the "We Think" portion of their handout.

Resources

- Chopin, K. (n.d.). *Story of An Hour*. https://www.commonlit.org/en/texts/story-of-an-hour
- Chopin, K. (n.d.). Excerpts from The Awakening. https://www.commonlit.org/en/texts/excerpts-from-the-awakening
- K20 Center. (n.d.). Always, Sometimes, or Never True. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f50685d2
- K20 Center. (n.d.). Caption This. Strategies. https://learn.k20center.ou.edu/strategy/82
- K20 Center. (n.d.). I Think / We Think. Strategies. https://learn.k20center.ou.edu/strategy/d9908066f654727934df7bf4f5065bfd
- K20 Center. (n.d.). T-Chart. Strategies. https://learn.k20center.ou.edu/strategy/86