

Freedom and Restraint

Elements of Fiction

K20 Center, Sara Marin
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Grade Level	11th – 12th Grade	**Time Frame**	2-3 class period(s)
Subject	English/Language Arts	**Duration**	150 minutes
Course	American Literature		

Essential Question

What is freedom? Can we be both free and confined?

Summary

In this lesson, students will read two texts that depict the role of women in American society during the 19th Century. Kate Chopin's fictional, "The Story of an Hour," and John H. Young's, "Our Deportment, or the Manners, Conduct, and Dress of Refined Society," will be used to analyze elements of short story fiction and to compare depictions of the role of women and their expanding freedoms from the 19th Century until today.

Snapshot

Engage

Students will complete a quick write focusing on a time they felt restricted by a situation or individual, followed by a Think-Pair-Share activity.

Explore

Students will read an excerpt from "Our Deportment, or the Manners, Conduct, and Dress of Refined Society" by John H. Young, and examine the roles of women during the 19th Century as described by the text.

Explain

Students read the text of "The Story of an Hour" by Kate Chopin, and complete a plot graphic organizer.

Extend

Students discuss the similarities and differences of gender roles in 19th Century society and today, using the texts they have read and their personal experiences as support for their answers.

Evaluate

Students will create a Six-Word Memoir about the theme of "The Story of an Hour."

Standards

Oklahoma Academic Standards: English Language Arts (Grade 11)

11.3.R.1: Analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.
11.3.R.3: Evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:

- setting
- plot structure (e.g., foreshadowing, flashback, *in media res*)
- conflict (i.e., internal, external)
- characters (e.g., protagonist, antagonist)
- characterization (i.e., direct, indirect)
- point of view (e.g., narrator reliability)
- archetypes

11.3.R.5: Evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints, including examining rhetorical appeals, bias, and use of logical fallacies.
11.3.R.7: Evaluate how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

Attachments

- Appointment Clock–Freedom and Restraint.docx
- Appointment Clock–Freedom and Restraint.pdf
- Appointment Clock—Freedom and Restraint - Spanish.docx
- Appointment Clock—Freedom and Restraint - Spanish.pdf
- I Know We Know—Freedom and Restraint - Spanish.docx
- I Know We Know—Freedom and Restraint - Spanish.pdf
- I Know We Know—Freedom and Restraint.docx
- I Know We Know—Freedom and Restraint.pdf
- Lesson Slides—Freedom and Restraint.pptx
- Our Deportment Text—Freedom and Restraint - Spanish.docx
- Our Deportment Text—Freedom and Restraint - Spanish.pdf
- Our Deportment Text—Freedom and Restraint.docx
- Our Deportment Text—Freedom and Restraint.pdf
- The Story of an Hour Graphic Organizer—Freedom and Restraint - Spanish.docx
- The Story of an Hour Graphic Organizer—Freedom and Restraint - Spanish.pdf
- The Story of an Hour Graphic Organizer—Freedom and Restraint.docx
- The Story of an Hour Graphic Organizer—Freedom and Restraint.pdf
- The Story of an Hour Student Text—Freedom and Restraint - Spanish.docx
- The Story of an Hour Student Text—Freedom and Restraint - Spanish.pdf
- The Story of an Hour Student Text—Freedom and Restraint.docx
- The Story of an Hour Student Text—Freedom and Restraint.pdf

Materials

- Text of "Our Deportment, or the Manners, Conduct, and Dress of Refined Society," (1881) by John H. Young.
- Text of "The Story of an Hour," by Kate Chopin (found in the English III textbook or linked to from the resources)
- "I Know, We Know" graphic organizer
- Plot diagram graphic organizer
- Discussion questions handout
- Sticky notes or scrap paper

- Pencils or pens

Engage

In a PowerPoint slide, or in some other way, display the questions: "Have you ever felt restricted or restrained by a person or a situation? What caused you to feel this way?" Students will complete a quick write answering these questions in approximately five minutes or less.

After students are finished with the quick write, they will find partners for the Think-Pair-Share activity. Partners will have four minutes to discuss times when they felt restricted by a situation or person, with each student speaking for half of the allotted time. Once the partners have shared their experiences, the teacher should open the discussion to the whole group and allow a few students to share their answers.

After students have shared out their responses, the teacher should prompt them to consider if anyone else shared similar experiences. The teacher should explain to students that, just as we have shared experiences with our peers, literature is often a reflection of life, and we can have shared experiences with the characters. Explain that the ideas of freedom and restraint are central to both texts that students will be reading.

Explore

With partners, students will read "Our Deportment, or the Manners, Conduct, and Dress of Refined Society," attached to this lesson. Students will read the text closely by using the Stop and Jot learning strategy. After each paragraph, students will write quick summaries of what they read, focusing on the expectations for women and men in a marriage, as outlined by the author.

Continuing with their partners, students will create summaries of the roles of women and men during the 19th Century, as defined in the reading. Students will record their answers in the chart provided at the bottom of the text.

Possible Student Answers

Roles of Women: According to the text, it can be concluded that a woman's main role in life is to be a wife and serve her husband. A woman should be thrifty with her husband's hard-earned money. She should strive to make her husband comfortable after a long day of work, and be entertaining and comforting to distract him and make home life pleasant. If a woman finds herself married to man with a bad temper, she should be discreet about it and try to have perfect behavior herself, in order to not agitate her husband. A woman is responsible for the home and the education and discipline of any children.

Possible Answers

Roles of Men: A man should never interfere with a woman's running of the home. He should let his wife know about any mistakes she might have made, so she can correct them. He should accompany his wife to church and social functions, and be a perfect gentleman.

As a class, students will share the different roles they identified. Display the following question for students to discuss as a whole class: Do we still have rules that dictate the roles and behaviors of husbands and wives (or even boyfriends and girlfriends)?

Possible Student Answer

Even though women are much more free in today's society compared to 19th Century America, they are still frequently expected to solely take care of the home and children, and often end up abandoning their own career goals.

Explain

1. To activate prior knowledge about elements of fiction, students will use the I Think / We Think instructional strategy. First, students will individually complete the "I Think" column of the graphic organizer, writing down everything they can remember about plot, conflict, and theme. For this portion of the activity, students do not have to provide elaborate answers. This is simply an opportunity for students to individually reflect on prior learning, access that information, and write notes for a later discussion with their partners. Provide students about five minutes to complete this part of the activity.

After students have documented their individual answers, they will meet with their partners to share their notes. During this time, students will compare their responses and produce a final response to be documented in the "We Think" column of the graphic organizer. Partners should come to a consensus, record the definition of each term, more deeply break down both plot and conflict (the different parts of a story and the different types of conflict), and provide examples of each term based on past readings.

The teacher should have students share out responses for each term. The teacher should then review plot, conflict, and theme using the attached PowerPoint, and be sure to emphasize how all of these terms are connected in a short story.

Teacher's Note

Plot drives conflict. The theme of a story can be derived from a story's conflict and/or its resolution.

2. The teacher should ask students to make predictions about the plot/conflict of the text. With the consideration that that the text was written in 1894, and that the main character is a married woman named Mrs. Mallard, ask students to identify the possible conflict of the story. Have a couple of students share out their predictions. As a whole group, begin reading "The Story of an Hour." While reading, periodically stop to check for student understanding.

3. After reading the text, the teacher should divide students into small groups. Students will work with their teammates to complete the plot diagram graphic organizer attached to this lesson as "The Story of an Hour Graphic Organizer." While students work, circle the room and clarify any misunderstandings for students.

Extend

As shown in the attached **Lesson Slides**, pose these essential questions to students: "What is freedom? Can we be both free and confined?" The teacher should provide a copy of the attached "Appointment Clock" handout to each student. Students will then write answers to the questions on the the handout.

- How did the gender roles of the 19th Century drive the conflict in the story?
- How are women today more free than in Kate Chopin's time? While more freedoms exist for women, how are women still confined?

Possible Student Answers

1. Mrs. Mallard felt constricted and restrained by her marriage. Although she loved Mr. Mallard and was saddened by his sudden death, the idea of freedom creates an internal struggle within Mrs. Mallard. She struggles with the grief of her husband's death and the joy of finally being independent.

Possible Student Answers

2. Today, women have careers and lives outside of the home, unlike during Kate Chopin's time. However, social stigma still remains, and women are often faced with opposition as they balance both work and family life.

After students have answered their questions, they will use the Appointment Clocks strategy to discuss their answers with classmates. First, students will fill the clock with mutual appointments with classmates. Then, the teacher should announce a time, and students are to keep their designated appointments. This activity should continue until all appointments have been completed. Students will then share out their answers to the questions.

Evaluate

Have students write a summary of the theme of "The Story of an Hour" on sticky notes or scrap paper using the Six-Word Memoirs strategy. Encourage them to refer to their plot diagrams and discussion questions to help determine the theme of the story. After completing the six-word summaries, have students share their answers with elbow partners.

Resources

- Chopin, K. (1894). "The Story of an Hour." http://www.katechopin.org/story-hour/
- K20 Center. (n.d.). Appointment Clocks. Strategies. https://learn.k20center.ou.edu/strategy/124
- K20 Center. (n.d.). I Think / We Think. Strategies. https://learn.k20center.ou.edu/strategy/141
- K20 Center. (n.d.). Stop and Jot. Strategies. https://learn.k20center.ou.edu/strategy/168
- K20 Center. (n.d.). Think-Pair-Share. Strategies. https://learn.k20center.ou.edu/strategy/139
- K20 Center. (n.d.). Six-Word Memoirs. Strategies.https://learn.k20center.ou.edu/strategy/75
- Young, J. H. (1881). "Our deportment: Or, The manners, conduct, and dress of the most refined society." Harrisburg: F.B. Dickerson & Co.