***[The Story of an Hour](http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/text_dependent_questions/text_dependent_question_text_high_2_story-of-an-hour.pdf)*[- Kate Chopin](http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/text_dependent_questions/text_dependent_question_text_high_2_story-of-an-hour.pdf)- Text**

[***Ain’t I A Woman* -Sojourner Truth**](http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/text_dependent_questions/text_dependent_question_text_high_2_woman.docx) **- Text**

[**Opposing Sides Photos- Library of Congress**](http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/text_dependent_questions/text_dependent_question_media_high_2.docx) **- Photographs**

[**Malala Yousafzai Addresses the United Nations**](http://www.nytimes.com/video/world/europe/100000002333427/girl-shot-by-taliban-addresses-the-un.html) **- Video**

1. Read *The Story of an Hour*. What is the author’s purpose? Message?

1. Explore the use of the word open and closed in the short story. What emotions are evoked by each?
2. What does the window symbolize?
3. What lines does Louise actually speak? How does this emphasize the author’s message?
4. How does the highlighted sentence change the tone of the story?

“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.

1. Which feelings are contained in this paragraph?

resignation fear joy anticipation emboldened

1. Identify the synonyms for importunities.

disclaimer appeal retraction supplication urging

1. Based on the selection, describe the relationship between Louise and Brently.
2. How would this story change if told from Josephine’s point of view?
3. Explain the irony in the following passage. Identify the words that illustrate this irony.

“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 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.”

1. Identify tone in the following paragraph. Underline/circle the words that illustrate the tone?

“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 someone was singing reached her faintly, and countless sparrows were twittering in the eaves.”

1. In the middle of the story, many online versions' sentence reads, "There would be no one to live for during those coming years; she would live for herself." Compare that with Kate Chopin's sentence as written: "There would be no one to live for **her** during those coming years; she would live for herself." How does the word **“her”** change the meaning of the sentence?
2. [Emily Toth](http://www.katechopin.org/books.shtml#tothunveiling) argues in *Unveiling Kate Chopin*, "Kate Chopin had to disguise reality. She had to have her heroine die. A story in which an unhappy wife is suddenly widowed, becomes rich, and lives happily ever after . . . would have been much too radical, far too threatening in the 1890s.” How would the story change if Louise had lived?
3. Compare Chopin’s style to that of Guy de Maupassant or O’Henry.
4. Why is this an important story for the time in American history?
5. Read Sojourner Truth’s speech *Ain’t I a Woman*. Analyze her three arguments. Identify her strongest point? Defend your answer. Compare her position to Chopin’s.
6. Sojourner Truth was active in both the Abolitionist and Women’s Suffrage Movement. Research the historical relationship between the two emphasizing goals and outcomes.
7. Review and complete the activities on the Opposing Sides Photos.
8. Malala Yousafzai, the Pakistani student who was shot in the head by the Taliban after speaking out for girls’ education rights, spoke to the U.N. Youth Assembly on her 16th birthday on July 12, 2013. Watch her speech. Compare and contrast her message to Sojourner Truth and Kate Chopin. What are her strongest points? Which message is most powerful? Why? Defend your choice in a persuasive essay.