

Expectation #2: Response to Literature Model

Kate Chopin's "The Story of an Hour" is built around the situational irony of the joy that is elicited from Louise Mallard upon hearing of her husband Brently's death. Louise is expected to be distraught by those around her but in fact the news brings her endless amounts of bliss, as does the revelation that she is free of her husband control. Written in 1894, a time when divorces were practically unheard of, this story serves to put a view contrary to what the convention was regarding the institution of marriage. This criticism on marriage is made clear through the ironic, cynical, slightly bitter and somewhat humorous tone of the story.

The situational irony in Louise's reaction to the death serves to give the reader a different view regarding the supposed enjoyable life of Louise, and add cynicism and humour to the tone. Brently's death is revealed to Louise in "broken sentences: veined hints that revealed in half concealing," because Louise "was afflicted with a heart trouble" and Josephine assumed the shock would hurt her heart. Though Louise keeps up an act for Josephine and Richards, when she retreats herself she is overwhelmed with joy at the realization of her freedom. The reader understands this through the limited omniscient point of view, which reveals her thoughts regarding the matter: "What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!" It can be inferred that the "heart trouble" Louise felt was related to Brently's control over her from the description of her coursing blood upon hearing of his death. Louise was not satisfied with her marriage, and because of the views regarding it in the late 1800s, there was naught that she could do to rectify her situation. However, the view that marriage should be the ultimate happiness was so instilled in her that even she did not realize she desired freedom; not until Brently's death.

The dramatic irony in Louise's death heightens the level of cynicism in the tone of the story. When Brently opens the door and is seen by Louise, she unleashes a "piercing cry" and her heart fails on her. The doctors later believe she died "of joy that kills" because the societal convention is that no wife would be unhappy with her marriage, else she wouldn't have gotten married. However, the reader knows from her actions and thoughts while locked away in her room, that she was overjoyed at her freedom gained from Richards' death. When Richards died, any control he had over her was relinquished; one may infer the control from the following sentence:

"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."

The shock that Louise shows is not from joy over Brently's return, but rather sadness and disappointment over the belief that she will lose her newfound freedom. This is what leads to her death; the story is bitterly ironic in his life being the instrument of her demise.

Through the tone of the story and the major irony present, the problem with marriage in this time period is presented. However, the story goes beyond Louise's life; it is indicative of any wife not fully embracing her marriage in the late 1800s. The character of Louise is symbolic of any unhappy or controlled housewife, while Richards and Josephine are representative of the view regarding marriage in the late 1800's. Brently, though not present through most of the story, is very blatantly a representation of the husband of such marriages. One might argue, though, that he is also the depression and control, the lack of freedom in itself; thus his return home makes her death all the more appropriate, because she would suffer a sudden shock of depression. This story is effective in its purpose by the extreme result of Louise's situation.

Response to Literature Model _
Judges Comments in Bold

	5 Exceeds Standard	4 Meets Standard	3.5 Nearly Meets Standard	3 Below Standard	2 Little Progress Toward Standard	0
Presentation	All guidelines followed with attention to visual appearance	All guidelines followed	Most guidelines followed	Some guidelines followed	Few guidelines followed	SUBMITTED
Thesis and Content Development	Thesis clearly identifies the purpose of the paper and engages with exceptional content and/or style; ideas are very clear and strongly developed; reader's questions are anticipated and answered; <u>possible ambiguities, nuances, and complexities are recognized</u>	Thesis identifies the purpose of the paper and engages with strong content and/or style; ideas are clear and well-developed; reader's questions are anticipated and answered; possible ambiguities, nuances, and complexities are recognized	Thesis generally identifies the purpose of the paper and engages with good content and/or style; ideas are generally clear and somewhat developed; some reader's questions are anticipated and answered; some possible ambiguities, nuances, and complexities are recognized	Thesis does not identify the purpose of the paper and engages with weak content and/or style; ideas are unclear and poorly developed; few reader's questions are anticipated and answered; few possible ambiguities, nuances, and complexities are recognized	No thesis; ideas are not developed; reader's questions are not anticipated and answered; possible ambiguities, nuances, and complexities are not recognized	
Organization	Exceptional order and structure enhances meaning; strong and varied use of transitions; conclusion effectively supports thesis with new ideas and provides a strong sense of closure	Strong order and structure supports meaning; effective use of transitions; conclusion effectively supports thesis and provides sense of closure	Good order and structure supports meaning; some effective use of transitions; conclusion gives some support of thesis and provides some sense of closure	Weak order and structure detracts from meaning; ineffective use of transitions; conclusion gives little support of thesis and does not provide sense of closure	No order or structure; no transitions used; no conclusion or sense of closure	
Advances and Supports a Judgment	Outstanding development of a judgment that is interpretive, analytic, evaluative, or reflective and which is supported through numerous references to the text, references to other works, authors, or non-print media, or references to personal knowledge	<u>Good development of an interpretive, analytic, evaluative, or reflective judgment that is supported through references to the text, references to other works, authors, or non-print media, or references to personal knowledge</u>	Fair development of an interpretive, analytic, evaluative, or reflective judgment that is supported through some references to the text, references to other works, authors, or non-print media, or references to personal knowledge	Poor development of an interpretive, analytic, evaluative, or reflective judgment that is supported through few references to the text, references to other works, authors, or non-print media, or references to personal knowledge	Judgment is not developed or supported	
Voice	Highly individual expression and purpose that completely engage the reader	Strong expression and purpose that engage the reader	Good expression and purpose that often engage the reader	Little expression and purpose that rarely engage the reader	No expression or purpose to engage the reader	
Word Choice	Exceptionally rich, lively, and precise language enhances meaning	Clear, precise language supports meaning	Somewhat clear and generally precise language creates adequate meaning	Weak limited language makes meaning unclear	Very limited language seriously impairs meaning	
Understanding	Insightful understanding is demonstrated	A clear understanding is demonstrated	A fair understanding of is demonstrated	A weak understanding is demonstrated	Does not demonstrate an understanding	
Sentence Fluency	Sentences vary greatly in length and structure enhancing flow	Sentences vary in length and structure sustaining flow	Sentences vary slightly in length and structure restricting flow	Sentences vary little in length and structure disrupting flow	Sentences do not vary in length and structure inhibiting flow	
Conventions	No errors in grammar, usage, or spelling	Few noticeable errors in grammar, usage, and spelling	Some errors in grammar, usage, and spelling	Many errors in grammar, usage, and spelling	Excessive errors in grammar, usage, and spelling	
Revisions and Editing	Revisions and edits enhance writing or student has score of 90	Revisions and edits improve writing or student has score of 72	Revisions and edits improve writing somewhat	Revisions and edits improve writing very little	Revisions and edits do not improve writing	

SUBMITTED

WORK

NO

TOTAL POINTS 44 X 2 = FINAL SCORE 88 (Before Revisions) Proficient Product =Score of 80