



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 2: Overview



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**Unit 2: Analyzing Characters and How They Contribute to Theme: Reading and Analyzing *The Hope Chest***

In Unit 2, students read *The Hope Chest* by Karen Schwabach. This novel is a piece of historical fiction set in 1920 during the passage of the 19th Amendment, which gave women in the United States the right to vote. This unit builds off the background knowledge students built in Unit 1 about Susan B. Anthony and the beginning of the suffrage movement. In reading this novel, students will continue to explore this topic and the theme “making a difference” through an analysis of the characters and events in the novel. Students will work on summarizing and analysis of characters in the first half of the unit, and analysis of a central theme in the

second half of the unit. They will use a series of chapter-by-chapter reading guides that include historical background information, a glossary of both domain-specific and academic vocabulary, and lists of complex figurative language (idioms and adages) related to this historical time period. Throughout the unit, students will demonstrate their ability to analyze the novel and its characters through writing a series of scaffolded and on-demand essays, ending with an on-demand essay that requires them to analyze how a particular character contributes to the central theme of the novel, “making a difference.”

**Guiding Questions And Big Ideas**

- **How can one person make a difference?**
- *One person can take action to change things for the better.*



Mid-Unit 2 Assessment	<p><b>Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i></b></p> <p>This assessment centers on standards NYSP12 ELA CCLS RL.4.1, RL.4.2, RL.4.3, L.4.4, and L.4.5. In this assessment, students do an on-demand read of a new chapter in <i>The Hope Chest</i> by Karen Schwabach (the central text for this unit), the historical fiction novel about the women’s suffrage movement and the 19th Amendment vote in Tennessee. Students will answer a series of selected-response questions centering on key academic and domain-specific vocabulary terms, as well as common figures of speech from that era. Students then will answer several text-dependent questions that assess comprehension of the main idea and key details from the text. Students will summarize the chapter using the “Somebody/In/Wanted/But/So/Then” strategy practiced throughout the first half of the unit. Finally, students will write a short essay from a prompt: “How does Violet’s thinking about the suffrage movement change in Chapter 10?” This on-demand essay portion of the mid-unit assessment serves as a formative assessment of W.4.2 and W.4.9a. (Teachers will use this portion of the assessment to give students feedback toward these standards in the second half of the unit to help them prepare for Part II of the end of unit assessment, an essay analyzing how one character’s actions contribute to the theme of the novel.)</p>
End of Unit 2 Assessment	<p><b>Reading and Answering Questions about Characters and Theme (Part I); Writing an Essay about the Theme of <i>The Hope Chest</i> (Part II)</b></p> <p>This assessment centers on standards NYSP12 ELA CCLS RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.7, W.4.2, W.4.9a, and W.4.11. In this assessment, students answer a series of text-dependent short-answer questions and write an on-demand essay from a prompt: “How did Violet make a difference in <i>The Hope Chest</i>? After reading <i>The Hope Chest</i>, write an essay that describes how some of Violet’s actions contribute to the theme ‘making a difference.’ Make sure to provide at least two examples from the text to support your analysis.”</p>



### Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

**Big ideas and guiding questions are informed by the New York State Common Core K-8 Social Studies Framework:**  
<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>

**NYS Social Studies Core Curriculum:**

- 4.2.c Many people from the past and present of New York are famous for the many ways they have contributed to their state, nation, and world in the areas of business, politics, arts, education, and science.
- 4.9.b The United States and New York constitutions describe the basic rights of people and the essential function and structure of their respective governments.
- 4.9.c The American constitutional government is based on principles of representative government, shared authority, fairness, and equality.
- 4.9.e The people of New York are affected by both the United States and New York constitutions.
- 4.11.a Major eras and events in United States history have impacted and been impacted by New York and its citizens.
- 4.13.a The United States democratic system requires active participation from its citizens.

### Texts

1. Susan B. Anthony, "On Women's Rights to the Suffrage," excerpt from a speech given in 1873, available at <http://www.historyplace.com/speeches/anthony.htm>. (1200L/FK 10.7)
2. Karen Schwabach, *The Hope Chest* (New York: Yearling, 2008), ISBN: 978-0-375-84096-8.



This unit is approximately 3 ½ weeks or 18 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Listening to and Rereading a Speech by Susan B. Anthony to Infer about Her as a Leader of Change	<ul style="list-style-type: none"> <li>I can make inferences using specific details from the text. (RI.4.1)</li> <li>I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.4.10)</li> <li>I can identify the reason a speaker provides to support a particular point. (SL.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can respond in writing to a partner's ideas.</li> <li>I can infer why Susan B. Anthony wrote and delivered "On Women's Right to the Suffrage."</li> </ul>	<ul style="list-style-type: none"> <li>Written Conversation papers</li> <li>Close Read recording form</li> </ul>	<ul style="list-style-type: none"> <li>Guiding Questions</li> <li>Things Close Readers Do</li> <li>Written Conversation protocol</li> </ul>
<b>Lesson 2</b>	Preparing to Read <i>The Hope Chest</i> by Karen Schwabach	<ul style="list-style-type: none"> <li>I can summarize informational text. (RI.4.2)</li> <li>I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how the 19th Amendment was passed in 1920, using details from the "Movin' on Up" section of the text "Order in the Court."</li> <li>I can use a variety of strategies to help me understand the story elements in the beginning of <i>The Hope Chest</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Annotated text for "Movin' on Up"</li> <li>Triad summary statement for "Movin' on Up"</li> </ul>	<ul style="list-style-type: none"> <li>Timeline: History of Voting in America: Women's Suffrage Movement</li> <li>Norms for Triad Talk</li> <li>Process for Using a Glossary</li> <li>Vocabulary Strategies</li> </ul>
<b>Lesson 3</b>	Summarizing Literature and Analyzing Characters: <i>The Hope Chest</i> , Chapter 1	<ul style="list-style-type: none"> <li>I can summarize a story, drama, or poem. (RL.4.2)</li> <li>I can compare and contrast different narrators' points of view. (RL.4.6)</li> <li>I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize Chapter 1 of <i>The Hope Chest</i> using specific details from the text.</li> <li>I can explain the difference between first-person and third-person point of view.</li> <li>I can describe actions Violet takes in Chapter 1 and what this says about the type of person she is.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Guide for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters," including text-dependent questions (from homework)</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Somebody In Wanted But So Then</li> <li>Violet's Character</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Analyzing Descriptive Language: <i>The Hope Chest</i> , Chapters 1–3	<ul style="list-style-type: none"> <li>I can analyze the meaning of figurative and complex language. (L.4.5a, c)</li> </ul>	<ul style="list-style-type: none"> <li>I can read Chapter 3 of <i>The Hope Chest</i> for gist.</li> <li>I can explain the meaning of simple similes in context.</li> <li>I can name synonyms and antonyms for vocabulary words.</li> </ul>	<ul style="list-style-type: none"> <li>Summary statements for Chapters 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>Synonyms and Antonyms</li> <li>Violet's Character</li> <li>Vocabulary Strategies</li> </ul>
<b>Lesson 5</b>	Summarizing Literature and Analyzing Characters: <i>The Hope Chest</i> , Chapter 3	<ul style="list-style-type: none"> <li>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1a, b)</li> <li>I can summarize a story, drama, or poem. (RL.4.2)</li> <li>I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can use evidence from <i>The Hope Chest</i> when I discuss the text.</li> <li>I can follow the Norms for Triad Talk when I participate in a conversation with my reading partners.</li> <li>I can summarize Chapter 3 of <i>The Hope Chest</i> using specific details from the text.</li> <li>I can describe actions Myrtle takes in Chapter 3 and what this says about the type of person she is.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Guide for <i>The Hope Chest</i>, Chapter 3: "Meeting Myrtle" (from homework)</li> <li>Text-dependent questions for Chapter 3</li> </ul>	<ul style="list-style-type: none"> <li>Norms for Triad Talk</li> <li>Synonyms and Antonyms</li> <li>Myrtle's Character</li> </ul>
<b>Lesson 6</b>	Clustering Vocabulary to Build Meaning from a Text	<ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RL.4.1)</li> <li>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the events of Chapters 4 and 5 in <i>The Hope Chest</i> using details from the text.</li> <li>I can sort vocabulary words into categories.</li> <li>I can explain plot events and character details using my understanding of word categories.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Guides for Chapters 4 and 5 (from homework)</li> <li>Word categories exercises</li> </ul>	<ul style="list-style-type: none"> <li>Violet's Character</li> <li>Myrtle's Character</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 7</b>	Summarizing Chapters 1–6 of <i>The Hope Chest</i> Using a Story Map	<ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RL.4.1)</li> <li>I can summarize a story, drama, or poem. (RL.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the main idea of each chapter I've read in <i>The Hope Chest</i>.</li> <li>I can summarize the events of Chapters 1–6 of <i>The Hope Chest</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Guide for <i>The Hope Chest</i>, Chapter 6: "It All Comes Down to Tennessee." (from homework)</li> <li>Chapter 6 summary statement</li> <li>Story Map and Summary: <i>The Hope Chest</i>, Chapters 1–6</li> </ul>	
<b>Lesson 8</b>	Preparing to Write an Essay about Myrtle: Reading about the Jim Crow Laws	<ul style="list-style-type: none"> <li>I can determine the main idea using specific details from the text. (RI.4.2)</li> <li>I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why Myrtle was forced to sit in a separate train car in <i>The Hope Chest</i>.</li> <li>I can write a short essay that describes the experience of Myrtle's ride in the "colored car" in <i>The Hope Chest</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Guide for <i>The Hope Chest</i>, Chapter 7: "Heading to Nashville" (from homework)</li> <li>Essay planning notes</li> <li>Exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Violet's Character</li> <li>Myrtle's Character</li> <li>Other Characters' Actions</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	Examining the Structure of Short Essays and Gathering Evidence for an Essay about Myrtle	<ul style="list-style-type: none"> <li>I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)</li> <li>I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2).</li> </ul>	<ul style="list-style-type: none"> <li>I can gather evidence for a short essay that describes how Myrtle was affected by her experience riding in the "colored car" in <i>The Hope Chest</i>.</li> <li>I can describe the basic structure of a short essay.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Guide for <i>The Hope Chest</i>, Chapter 8: "In the Jim Crow Car" (from homework)</li> <li>Essay Prompt/Planner</li> </ul>	<ul style="list-style-type: none"> <li>Myrtle's Character</li> <li>Structure of a Short Essay</li> <li>Back-to-Back and Face-to-Face protocol</li> </ul>
<b>Lesson 10</b>	Writing a Short Essay about Myrtle and Discussing Character Reactions to Jim Crow	<ul style="list-style-type: none"> <li>I can summarize a story, drama, or poem. (RL.4.2)</li> <li>I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)</li> <li>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can write a focus statement supported by evidence from the text for my essay about Myrtle.</li> <li>I can write a short essay that describes the experience of Myrtle's ride in the "colored car" in <i>The Hope Chest</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Guide for <i>The Hope Chest</i>, Chapter 9: "Mr. Martin's Escape" (from homework)</li> <li>Short Essay about the Character Myrtle in <i>The Hope Chest</i></li> <li>Text-dependent questions for Brainstorm Carousel</li> </ul>	<ul style="list-style-type: none"> <li>Violet's Character</li> <li>Other Characters' Actions</li> <li>Structure of a Short Essay</li> <li>Back-to-Back and Face-to-Face protocol</li> </ul>





Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 11</b>	Mid-Unit Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i>	<ul style="list-style-type: none"> <li>• I can make inferences using specific details from text. (RL.4.1)</li> <li>• I can summarize a story, drama, or poem. (RL.4.2)</li> <li>• I can describe a story's characters, setting, or events using details from the text. (RL.4.3)</li> <li>• I can use context to help me determine what a word or phrase means. (L.4.4)</li> <li>• I can analyze figurative language, word relationships, and slight differences in word meanings. (L.4.5)</li> <li>• I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)</li> <li>• I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe what happened to Violet in a chapter from <i>The Hope Chest</i> using details from the text.</li> <li>• I can summarize a chapter from <i>The Hope Chest</i>.</li> <li>• I can write a short essay about Violet supported by evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i></li> <li>• Tracking My Progress, Mid-Unit 2 recording form</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of a Short Essay</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 12</b>	Summarizing <i>The Hope Chest</i> Chapters 7–11 and Interpreting and Creating Cover Art	<ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RL.4.1)</li> <li>I can make inferences using specific details from text. (RL.4.1)</li> <li>I can summarize a story, drama, or poem. (RL.4.2)</li> <li>I can make connections between a text and the text's visuals. (RL.4.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can make connections between a text and an artist's interpretation of the text through cover art from <i>The Hope Chest</i>.</li> <li>I can summarize the events of Chapters 7–11 of <i>The Hope Chest</i>.</li> <li>I can interpret the events so far in <i>The Hope Chest</i> by creating a new cover.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Guide for <i>The Hope Chest</i>, Chapter 11: "Finding Chloe" (from homework)</li> <li>Story Map and Summary: <i>The Hope Chest</i> Chapters 7–11</li> <li>Cover Art Analysis sheet</li> </ul>	<ul style="list-style-type: none"> <li>Back-to-Back and Face-to-Face protocol</li> </ul>
<b>Lesson 13</b>	Introducing Literary Theme: Exploring Themes in <i>The Hope Chest</i>	<ul style="list-style-type: none"> <li>I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can determine the theme of a story, drama, or poem. (RL.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how to determine a theme in a story.</li> <li>I can determine possible themes for <i>The Hope Chest</i>.</li> <li>I can find evidence of a given theme in <i>The Hope Chest</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Guide for <i>The Hope Chest</i>, Chapter 12: "Violet Spies" (from homework)</li> <li>Finding Themes in <i>The Hope Chest</i> handout</li> </ul>	<ul style="list-style-type: none"> <li>Violet's Character</li> <li>Other Characters' Actions</li> <li>Theme</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 14</b>	Determining the Central Theme of <i>The Hope Chest</i>	<ul style="list-style-type: none"> <li>I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can determine the theme of a story, drama, or poem. (RL.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the central theme of <i>The Hope Chest</i>.</li> <li>I can find evidence of the central theme in the text of <i>The Hope Chest</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Guide for <i>The Hope Chest</i>, Chapter 13: "Dead Horse Alley" (from homework)</li> <li>Reader's Guide for <i>The Hope Chest</i>, Chapter 14: "Max Bloomstein's Pharmacy" (from homework)</li> <li>Violet's Character anchor chart, Myrtle's Character anchor, and Other Characters' Actions anchor chart</li> <li>Finding the Central Theme in <i>The Hope Chest</i> recording form</li> </ul>	<ul style="list-style-type: none"> <li>Violet's Character anchor chart (from previous lessons)</li> <li>Myrtle's Character anchor (from previous lessons)</li> <li>Other Characters'</li> </ul>
<b>Lesson 15</b>	Writing an Essay on Theme: Introducing a Prompt and Analyzing a Model Essay	<ul style="list-style-type: none"> <li>I can determine the theme of a story, drama, or poem. (RL.4.2)</li> <li>I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)</li> <li>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9a)</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how evidence I locate in <i>The Hope Chest</i> is connected to the central theme, "making a difference."</li> <li>I can analyze an essay about how Myrtle contributes to the central theme or "makes a difference" in <i>The Hope Chest</i>.</li> <li>I can practice writing a conclusion for an essay on Myrtle's contributions to the central theme of <i>The Hope Chest</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Guide for <i>The Hope Chest</i>, Chapter 15: "The Ferocious Mrs. Catt" (from homework)</li> <li>Model and Practice Essay on Theme handout</li> </ul>	<ul style="list-style-type: none"> <li>Violet's Character</li> <li>Myrtle's Character</li> <li>Other Characters' Actions</li> <li>Structure of a Short Essay</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 16</b>	Preparing to Write an Essay about Theme: Reading and Gathering Evidence from Chapter 17 in <i>The Hope Chest</i>	<ul style="list-style-type: none"> <li>I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can determine the theme of a story, drama, or poem. (RL.4.2)</li> <li>I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)</li> <li>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9a)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify evidence of the central theme, "making a difference," in <i>The Hope Chest</i>.</li> <li>I can explain how the evidence I select contributes to the central theme of <i>The Hope Chest</i>, "making a difference."</li> <li>I can discuss how Violet contributes to the theme "making a difference" throughout the novel <i>The Hope Chest</i>, using evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Reader's Guide for <i>The Hope Chest</i>, Chapter 16: "Politics and Gunplay" (from homework)</li> <li>Text-dependent questions for Chapter 17</li> <li>Student Copy of the Character anchor charts</li> </ul>	<ul style="list-style-type: none"> <li>Violet's Character</li> </ul>
<b>Lesson 17</b>	End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme	<ul style="list-style-type: none"> <li>I can determine the theme of a story, drama, or poem. (RL.4.2)</li> <li>I can summarize a story, drama, or poem. (RL.4.2)</li> <li>I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</li> <li>I can determine word meaning in a text. (RL.4.4)</li> <li>I can compare and contrast different narrators' points of view. (RL.4.6)</li> <li>I can make connections between a text and the text's visuals. (RL.4.7)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine evidence of the central theme, "making a difference," in a chapter from <i>The Hope Chest</i>.</li> <li>I can summarize a new chapter from <i>The Hope Chest</i> with details about characters, setting, and events from the text.</li> <li>I can make connections between the text and a different version of its cover.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment, Part I: Reading and Answering Questions about Characters and Theme</li> <li>Tracking My Progress, End of Unit 2, Part I recording form</li> </ul>	<ul style="list-style-type: none"> <li>Violet's Character</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 18</b>	End of Unit Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i>	<ul style="list-style-type: none"><li>• I can determine the theme of a story, drama, or poem. (RL.4.2)</li><li>• I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</li><li>• I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)</li></ul>	<ul style="list-style-type: none"><li>• I can write an essay describing how Violet's character "made a difference" in the novel <i>The Hope Chest</i>.</li></ul>	<ul style="list-style-type: none"><li>• End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i></li></ul>	<ul style="list-style-type: none"><li>• Violet's Character</li></ul>



#### Optional: Experts, Fieldwork, And Service

**Experts:**

- Invite a representative from the local historical society to come talk to your class about the suffrage movement and its impact on local history.
- Invite a politician to visit the class to discuss why he or she needs voters.

**Fieldwork:**

- Visit the local historical society and ask to take a tour of its archived photographs and documents related to the suffrage movement and other historical events referenced in the novel (World War I, the Influenza Epidemic of 1918, the rise of the automobile, etc.).
- Take your class to a local government building to talk to elected officials; go to the office of elections.

**Service:**

- Volunteer for a local voter registration drive.

#### Preparation and Materials

For each chapter students read in the novel *The Hope Chest* by Karen Schwabach, they will have an accompanying Reader's Guide. These guides are designed to support students with historical background information related to each chapter, a glossary of domain-specific and academic vocabulary, and a graphic organizer for summarizing the chapter. You have two options for how to organize the Reader's Guides. You may give students these Reader's Guide pages lesson-by-lesson, collect the guides as formative assessment and then give back for students to keep in a reading folder for reference, or staple all of the Reader's Guides into a single packet for students to work through over the course of the unit.

The Reader's Guides are designated as a support for students in reading chapters independently for homework (or at a time designated for independent reading during the school day). See the reading calendar below, which shows what chapter and Reader's Guide is assigned and due for each lesson.

**The calendar below shows what is due on each day.  
Teachers can modify this document to include dates instead of lessons.**

Lesson	Chapter (19 total)
1	None
2	Chapter 1— Begun in class and assigned for homework
3	Chapter 2—Assigned for homework
4	Chapter 3—Assigned for homework
5	Chapters 4 and 5—Assigned for homework
6	Chapter 6—Assigned for homework
7	Chapter 7—Assigned for homework
8	Chapter 8—Assigned for homework
9	Chapter 9—Assigned for homework
10	Chapter 10—Assigned for homework (assessed in Lesson 11)
11	Chapter 10—Reread for assessment Chapter 11—Assigned for homework
12	Chapter 12—Assigned for homework
13	Chapter 13—Begun in class and finished for homework Chapter 14—Assigned for homework
14	Chapter 15—Assigned for homework
15	Chapter 16—Assigned for homework
16	Chapter 17—Read in class Chapter 18—Assigned for homework
17	Chapter 18—Reread for assessment Chapter 19—Assigned for homework (finish book)
18	None



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## Grade 4: Module 4: Unit 2:

# Recommended Texts



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The list below includes texts with a range of Lexile® text measures about the suffrage movement. This provides appropriate independent reading for each student to help build content knowledge about the topic. Note that districts and schools should consider their own community standards when reviewing this list. Some texts in particular units or modules address emotionally difficult content.

It is imperative that students read a high volume of texts at their reading level in order to continue to build the academic vocabulary and fluency demanded by the CCLS

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below grade band, within band, and above band. Note, however, that Lexile® measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

**Common Core Band Level Text Difficulty Ranges:**

(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 6–8: 925–1185L

Title	Author And Illustrator	Text Type	Lexile* Measure
<b>Lexile text measures in below band level (below 740L)</b>			
<i>Marching with Aunt Susan: Susan B. Anthony and the Fight for Women's Suffrage</i>	Claire Rudolf Murphy (author)	Literature	580
<i>Eleanor, Quiet No More: The Life of Eleanor Roosevelt</i>	Doreen Rappaport (author)	Informational	670
<i>Riding Freedom</i>	Pam Munoz Ryan (author)	Literature	720
<b>Lexile text measures within band level (740–1010L)</b>			
<i>Only Passing Through: The Story of Sojourner Truth</i>	Anne Rockwell (author)	Informational	790
<i>You Wouldn't Want to Be a Suffragist!: A Protest Movement That's Rougher Than You Expected</i>	Fiona MacDonald (author)	Informational	830



Title	Author And Illustrator	Text Type	Lexile Measure
<i>Dear America: Like the Willow Tree</i>	Lois Lowry (author)	Literature	830
<i>Created Equal: Women Campaign for the Right to Vote</i>	Ann Rossi (author)	Informational	860
<i>A Woman for President: The Story of Victoria Woodhull</i>	Kathleen Krull (author)	Informational	910
<i>Sojourner Truth: Ain't I a Woman?</i>	Pat McKissack (author)	Informational	960
<b>Lexile text measures above band level (over 1010L)</b>			
<i>Selma and the Voting Rights Act</i>	David Aretha (author)	Informational	1140
<i>Wheels of Change: How Women Rode the Bicycle to Freedom (With a Few Flat Tires along the Way)</i>	Sue Macy (author)	Informational	1280
<i>African American Women in the Struggle for the Vote</i>	Rosalyn Terborg-Penn (author)	Informational	No Lexile YA
<i>The Suffragist in Literature for Youth: The Fight for the Vote</i>	Shelley Mosley (author)	Poetry	PF
<i>Gibson Girls and Suffragists: A Perception of Women from 1900 to 1918</i>	Catherine Crowley Gourley (author)	Informational	No Lexile YA

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# **Grade 4: Module 4: Unit 2: Lesson 1**

## **Listening to and Rereading a Speech by Susan B. Anthony to Infer about Her as a Leader of Change**



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**Listening to and Rereading a Speech by Susan B. Anthony to Infer about  
Her as a Leader of Change**

**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can make inferences using specific details from the text. (RI.4.1)  
I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.4.10)  
I can identify the reason a speaker provides to support a particular point. (SL.4.3)

**Supporting Learning Targets**

- I can make inferences using specific details from the text. (RI.4.1)
- I can adjust my writing practices for different time frames, tasks, purposes, and audiences. (W.4.10)
- I can identify the reason a speaker provides to support a particular point. (SL.4.3)

**Ongoing Assessment**

- Written Conversation papers
- Close Read recording form



Listening to and Rereading a Speech by Susan B. Anthony to Infer about  
Her as a Leader of Change

Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing Learning Targets (5 minutes)</li><li>Engaging the Reader: Written Conversation on a Guiding Question (10 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Listening to a Speech by Susan B. Anthony (20 minutes)</li><li>Rereading Susan B. Anthony's Speech and Answering Text-Dependent Questions (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Exit Ticket: Written Conversation (10 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Write a short response</li><li>Provide at least two reasons to support your opinion</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students revisit the speech "On Women's Right to the Suffrage" by Susan B. Anthony. They listen to and then reread the first paragraph to infer what made Susan B. Anthony a leader of change.</li><li>To prepare for this close read of Anthony's speech, students discuss their opinions about what makes someone a "leader of change."</li><li>The linked audio file(used with permission from <a href="http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919">http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919</a>) is a professional narration of the speech that allows students to hear what the speech may have sounded like as it was given. Please note that the website does contain advertisements which may or may not contain appropriate content. Be sure to preview links.</li><li>Because students will consider how delivering a passionate speech can be an act of leadership, hearing the speech performed (as opposed to read) is important.</li><li>If you do not have the technology available to play the audio file, consider having a drama teacher or professional speaker come in to perform the speech.</li><li>Also in this lesson, students will discuss the guiding question, "What makes someone a leader of change?" in a Written Conversation. To do this, students work with a partner. Each student writes an answer to the question. Next, they trade papers and respond in writing to each other's answer. Students then trade papers once more and read their partner's response. They hold on to their papers for the Closing, when they reflect on the question after experiencing the lesson. This Written Conversation allows students to practice their writing fluency.</li><li>In advance: Record the Written Conversation directions on the board if you don't intend to use a document camera or distribute the handout. Prepare a computer with speakers to play the speech for students; review the Written Conversation protocol (Appendix).</li><li>Post: Learning targets.</li></ul>



# Listening to and Rereading a Speech by Susan B. Anthony to Infer about Her as a Leader of Change

Lesson Vocabulary	Materials
opinion, leader, infer; alleged, denied, committed, exercised, indictment, lawful, right, suffrage (review from Unit 1, Lesson 2)	<ul style="list-style-type: none"> <li>Lined paper (two pieces per pair)</li> <li>Written Conversation directions (one per pair or one to display)</li> <li>Document camera</li> <li>Guiding Questions anchor chart (from Unit 1, Lesson 1)</li> <li>Close Read recording form (one per student)</li> <li>Computer with internet access and speakers</li> <li>Audio recording of “On Women’s Right to the Suffrage” narrated by Antonia Bath <a href="http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919">http://www.learnoutloud.com/Free-Audio-Video/History/Speeches/Speech-on-Womens-Right-to-Vote/22919</a></li> <li>“On Women’s Right to the Suffrage” by Susan B. Anthony (from Unit 1, Lesson 2; one per student)</li> <li>Close Readers Do These Things anchor chart (from Unit 1, Lesson 2)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Direct students’ attention to the learning targets and read them aloud: <ul style="list-style-type: none"> <li>* “I can respond in writing to a partner’s ideas..”</li> <li>* “I can infer why Susan B. Anthony wrote and delivered ‘On Women’s Right to the Suffrage’”.</li> </ul> </li> <li>Circle the words <i>respond</i> and <i>conversation</i> in the first target. Ask students to think about what each word means. Cold call a few students to share their explanations.</li> <li>Tell students that <i>respond</i> means “to answer in writing or speech.” Explain that the root word for <i>conversation</i> is <i>converse</i>, and this word is made up of two parts: <i>con</i>, meaning “together,” and <i>verse</i>, meaning “to speak,” so students will be answering a question in writing together.</li> <li>Ask for a few volunteers to explain the second target in their own words. Listen for answers like: “We will reread Susan B. Anthony’s speech and think about how she was a leader.” Clarify this target if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>To further support ELLs or students who struggle with writing, consider giving time in advance or additional time to write an initial response to the guiding question for the Written Conversation. If you have students who speak little to no English, consider partnering them with a speaker of their home language and making this activity conversation-based.</li> </ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Engaging the Reader: Written Conversation on a Guiding Question (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Write the guiding question, “What makes someone a leader of change?” on the board. Place students with a partner and ensure that each student has a piece of <b>lined paper</b>. Tell them that they will have a Written Conversation. Give students a copy of the <b>Written Conversation directions</b>, display a copy on a <b>document camera</b>, or post them on the board (see supporting materials).</li><li>• Clarify the directions or model as needed. Give students 5 minutes for their Written Conversation. Ask a few to share their partner’s written response. Listen for students to describe “leaders of change” in these ways: “someone who helps change unfair rules,” “someone who is brave,” “someone who helps others,” or “someone who stands up for what he or she believes in.”</li><li>• Add any new thinking to the <b>Guiding Questions anchor chart</b> under the first question: “What makes someone a leader of change?” Explain that today students will look for evidence that Susan B. Anthony was a “leader of change” in her speech “On Women’s Right to the Suffrage.” Ask students to hold on to their Written Conversation papers because they will need them at the end of the lesson. Collect Written Conversation directions (if necessary) for use in the Closing.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Listening to a Speech by Susan B. Anthony (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Place students in their triad group from Unit 1. Distribute the <b>Close Reading recording form</b> for this lesson. Gather students together near the <b>computer and speakers</b> you will use to play the <b>audio recording of “On Women’s Right to the Suffrage”</b> narrated by Antonia Bath.</li> <li>Tell students that they will re-examine the first part of the speech to infer about the author as a leader of change. Remind them that they have learned quite a bit about Susan B. Anthony and her trial since they first heard read this speech, and that this background knowledge will help them better understand the text.</li> <li>Ask students to get out their copies of <b>“On Women’s Right to the Suffrage” by Susan B. Anthony</b> (from Unit 1, Lesson 2) or redistribute the speech. Tell them that it is okay if they still struggle to understand the speech as they reread it today. Remind them that it is a primary source and a complex text. Reassure them that as close readers, they have various strategies for tackling complex texts. If necessary, review the <b>Close Readers Do These Things anchor chart</b> (from Unit 1, Lesson 2). Ask them to reread the speech with their triad for gist, to help remember what it is mostly about.</li> <li>Give students about 5 to 10 minutes to reread. Ask for a few volunteers to share what the text is mostly about. Listen for: “It is about how Susan B. Anthony thinks women should have the right to vote” or “It is about how she got arrested for voting but thinks women should be able to vote like men.”</li> <li>Remind students that the first time they closely read the beginning of this speech, they read it for gist and to identify and figure out unfamiliar words.</li> <li>Tell students that today they will listen to the speech delivered by a professional speaker. Explain that speeches are written to be spoken aloud to an audience. Tell them you would like them to think about this as you play the speech for the first time. Point out the directions and question on the front of the Close Reading recording form: <ul style="list-style-type: none"> <li>* “What are the differences between listening to this speech delivered and reading it on paper?”</li> </ul> </li> <li>Tell students they will discuss and write about this question after they have listened to the speech.</li> <li>Play the audio clip.</li> <li>Note: Stop the speech once you have reached the end of the excerpt students were given. Listen for the line ending in “... provided by this democratic-republican government—the ballot.”</li> </ul>	<ul style="list-style-type: none"> <li>It is not expected that students be able to read all of “On Women’s Right to the Suffrage” independently with full understanding. Consider allowing students who struggle to read at grade level to read the speech aloud with their triad, or you may read it aloud for your class. However, the point of this portion of Work Time is to get students to notice that hearing a speech delivered is different from reading a printed speech, so be sure to emphasize the difference between reading a speech aloud and delivering a speech.</li> </ul>





Listening to and Rereading a Speech by Susan B. Anthony to Infer about  
Her as a Leader of Change

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give students 5 minutes to discuss and record their answers on their recording form. Cold call a few triads to share out their responses. Listen for them to notice that when they listen to the speech delivered, they can hear the emotion of the speaker and it is easier to understand what the speech is about.</li></ul>	
<p><b>B. Rereading Susan B. Anthony's Speech and Answering Text-Dependent Questions (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that next, you would like them to closely reread the first paragraph of the speech and answer some questions to help them infer what made Susan B. Anthony a leader. Point out the directions on the back of the Close Reading recording form. Clarify as needed. Give students 10 minutes to reread the first paragraph of the speech and discuss and answer the questions with their triads.</li><li>• After 10 minutes, gather students together and display a copy of the back of the Close Reading recording form using a document camera. Cold call a student to explain how his or her triad answered the first question, citing evidence from the text to support their answer:<ul style="list-style-type: none"><li>* "Why did Susan B. Anthony vote when it was against the law?"</li></ul></li><li>• Listen for students to explain that Anthony thought the law was unfair. If needed, point out these phrases as evidence for this inference: "alleged crime," "committed no crime," and "exercised my citizen's right."</li><li>• Address the second question in a similar manner:<ul style="list-style-type: none"><li>* "What can you infer from the text about why Susan B. Anthony gave this speech?"</li></ul></li><li>• Listen for students to explain that Anthony wanted to speak up for something she believed in, citing this line from the text: "It shall be my work this evening to prove that I ... exercised my citizen's rights."</li></ul>	<ul style="list-style-type: none"><li>• To help students who struggle in citing the text when they infer, consider providing the following sentence stem: "I inferred _____ because I read _____."</li></ul>



Listening to and Rereading a Speech by Susan B. Anthony to Infer about  
Her as a Leader of Change

Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Written Conversation (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their papers from their Written Conversation, sit with their partner, and bring their Close Reading recording forms to reference for their next round of conversation.</li><li>• Write this question on the board: *“How did giving this speech make Susan B. Anthony a leader of change?”</li><li>• Redistribute the Written Conversation directions for each pair or display them again. Give students 5 minutes for their Written Conversation. If time permits, ask a few to share their responses to the question and make connections to the guiding question discussion from the beginning of the lesson. Listen for students to notice:<ul style="list-style-type: none"><li>– “Susan B. Anthony broke an unfair law for what she believed in.”</li><li>– “Susan B. Anthony shared her beliefs with an audience by giving this speech.”</li><li>– “Susan B. Anthony wanted to prove to her audience that women should have the right to vote.”</li></ul></li><li>• Collect students' papers from the Written Conversation and their Close Reading recording forms to use as formative assessments toward the learning targets.</li></ul>	<ul style="list-style-type: none"><li>• To further support students who struggle with written responses, consider having them discuss their thoughts with you or another teacher or student before starting their Written Conversation.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Write a short response to this question:<ul style="list-style-type: none"><li>– “How do you think Susan B. Anthony made a difference for women?”</li></ul></li><li>• Provide at least two reasons to support your opinion.</li></ul>	



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# Grade 4: Module 4: Unit 2: Lesson 1

## Supporting Materials



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**Written Conversation Directions**

1. Write down the posted question on your paper.
2. Write down a short response under the question.
3. Trade papers with your partner. Read his or her response and choose one of the following sentence stems to respond under their writing: “I agree with you because ...,” “I disagree with you because ...,” “I was thinking ...,” or “Something I was wondering about this is....”
4. Trade papers again and read your partner’s response.



Close Reading Recording Form

.....  
**Name:**

.....  
**Date:**

**Directions: After listening, discuss this question with a partner and record your thinking:**

What are the differences between listening to this speech delivered and reading it on paper?

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Close Reading Recording Form

Glossary	
Word	Definition
alleged	claimed to be true without having proof
deny	to refuse to give or allow something; decline
committed	did or performed

**Directions: Reread the text and answer the questions in the right-hand column. Use details from the text to support your answers. Use the glossary as needed.**

<b>“On Women’s Right to the Suffrage,” a Speech by Susan B. Anthony – 1873</b>	<b>Notes: Use details from the text to answer these questions:</b>
<p>Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen’s rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.</p> <p>1200L/FK 10.7</p> <p>Source: <a href="http://www.historyplace.com/speeches/anthony.htm">http://www.historyplace.com/speeches/anthony.htm</a></p>	<ol style="list-style-type: none"><li>1. Why did Susan B. Anthony vote when it was against the law?</li><li>2. What can you infer from the text about why Susan B. Anthony gave this speech?</li></ol>



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# Grade 4: Module 4: Unit 2: Lesson 2

## Preparing to Read *The Hope Chest* by Karen Schwabach



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can summarize informational text. (RI.4.2)

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

Supporting Learning Targets

- I can explain how the 19th Amendment was passed in 1920, using details from the “Movin’ on Up” section of the text “Order in the Court.”
- I can use a variety of strategies to help me understand the story elements in the beginning of *The Hope Chest*.

Ongoing Assessment

- Annotated text for “Movin’ on Up”
- Triad summary statement for “Movin’ on Up”

Agenda

1. Opening
  - A. Reviewing Learning Targets (5 minutes)
  - B. Engaging the Reader (5 minutes)
2. Work Time
  - A. Summarizing an Informational Text: “Movin’ on Up” (25 minutes)
  - B. Launching a Novel Study: *The Hope Chest*, Chapter 1 (20 minutes)
3. Closing and Assessment
  - A. Preparation for Homework (5 minutes)
4. Homework
  - A. Finish reading Chapter 1, then record Summary Notes in the left box at the bottom of your Reader’s Guide for Chapter 1
  - B. Complete the text-dependent questions for *The Hope Chest*, Chapter 1

Teaching Notes

- In this unit, students will be asked to read the novel *The Hope Chest* by Karen Schwabach. Because of the time constraints of these 60-minute lessons, they will need to be given additional time to read this novel independently. In these lessons, this reading is designated as homework, but it can also be done before the lessons in a time designated for accountable independent reading.
- To support students in reading the central text, consider setting up a listening station by ordering an audio version of *The Hope Chest* or recording yourself reading each chapter. This will allow students an opportunity to listen to the text as they read along.
- Another option is to have students read the text aloud with a buddy during independent reading.
- Throughout this unit, students will work in reading triads, as they did in Module 1 when reading *Eagle’s Song*. Heterogeneous triads will lead to deeper conversations and analysis of the text. Consider pulling invitational groups of students who may need additional support throughout the reading and analyzing of the novel.
- Also in this lesson, students will discuss the guiding question, “How can one person make a difference?” in a Written Conversation. To do this, students will be placed with a partner. Each student will write an answer to the question. Next, they will trade papers and respond in writing to their partner’s answer. Students will then trade papers once more and read their partner’s response. They should hold on to their papers so that they can reflect on the question as the unit progresses. This Written Conversation allows students to practice their writing fluency.





Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Do not review the Somebody In Wanted But So Then summarizing strategy with your students. Use their notes from this lesson and the summary statements in Lesson 3 as a formative assessment of how much they remember about summarizing literary text from Module 1. If your students struggle with this at first, assure them that they will have multiple opportunities to practice this strategy as they read the novel. Formal review of this strategy will occur in Lesson 3.</li><li>• In advance:</li><li>• Consider giving students a reading folder or using students' research folders from Unit 1 as an organizational tool to hold their Reader's Guide as well as a small supply of evidence flags to be used throughout the unit as they read and mark evidence in the text. Students used "evidence flags" in Module 1: these are simply the smallest size available size of sticky notes, or larger sizes cut into strips.</li><li>• Determine triads and create a Norms for Triad Talk anchor chart. Post this chart before this lesson (see supporting materials).</li><li>• Consider showing your students a few images of period clothing from the website listed in the supporting materials to help them understand the many references to what the characters are wearing:</li><li>• <a href="http://www.loc.gov/rr/print/list/076_vfw.html">http://www.loc.gov/rr/print/list/076_vfw.html</a></li><li>• Be prepared to share the Vocabulary Strategies anchor chart from Unit 1, Lesson 1, as well as the Process for Using a Glossary anchor chart to help students understand unfamiliar words (see supporting materials).</li><li>• Consider making copies of the Vocabulary Strategies anchor chart and the Process for Using a Glossary anchor chart for each student to keep with their novel so they can refer to them as they read independently at home.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
variety, story elements, idioms, adages; figurative language, proverb	<ul style="list-style-type: none"><li>• Timeline: History of Voting in America: Women’s Suffrage Movement anchor chart (from Unit 1, Lesson 3)</li><li>• Chart paper</li><li>• Norms for Triad Talk anchor chart (new; teacher-created; see supporting materials)</li><li>• “Order in the Court” (from Unit 1, Lessons 4 and 5; one per student)</li><li>• Equity sticks</li><li>• Index cards (one per triad)</li><li>• <i>The Hope Chest</i> by Karen Schwabach (book; one per student)</li><li>• Reader’s Guide for <i>The Hope Chest</i>, Chapter 1: “The Stolen Letters” (one per student)</li><li>• Process for Using a Glossary anchor chart (from Unit 1, Lesson 1)</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)</li><li>• Evidence flags (one bag per student for homework and one small stack per triad for classwork; see Teaching Note above)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to silently read the learning targets: <ul style="list-style-type: none"> <li>– I can explain how the 19th Amendment was passed in 1920, using details from the 'Movin' on Up' section of the text 'Order in the Court.'</li> <li>– I can use a variety of strategies to help me understand the story elements in the beginning of <i>The Hope Chest</i>."</li> </ul> </li> <li>• Ask if there are any words that they are unsure of in the learning targets. As students point out words, ask for clarification and annotate the learning target with explanations or synonyms. For example: <ul style="list-style-type: none"> <li>– <i>variety</i>: many different kinds</li> <li>– <i>story elements</i>: characters, setting (time and place), events</li> </ul> </li> <li>• Reread the learning targets using the clarifying words and check for understanding with students</li> </ul>	<ul style="list-style-type: none"> <li>• Unpacking new and unfamiliar vocabulary terms in the learning targets helps ensure students have a deeper understanding of what they will be learning.</li> </ul>
<p><b>B. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post the <b>Timeline: History of Voting in America: Women's Suffrage Movement anchor chart</b> (from Unit 1, Lesson 3). Remind students that in the previous lesson, they reread Susan B. Anthony's speech "On Women's Right to the Suffrage," given in 1873. Record this event on the timeline on the anchor chart. Ask students to look at the timeline and turn and talk: <ul style="list-style-type: none"> <li>* "What do you notice about what happened after Susan B. Anthony gave her famous speech?"</li> </ul> </li> <li>• After students have discussed this question with a partner, call on a few pairs to share. Listen for them to notice or point out: "After she gave her speech, there was an amendment named after her, and it was rejected by Congress," "The 19th Amendment passed, giving women the right to vote, in 1920," "A long time passed between when she gave her speech and women got the right to vote."</li> <li>• Explain that women spent a long time fighting for the right to vote, and this was called the women's suffrage movement. Tell students that in this unit, they will read a piece of historical fiction set in 1920 during the passage of the 19th Amendment, also named the Susan B. Anthony Amendment. Through the novel, they will learn about the passage of the amendment, but it will be helpful for them to learn a bit more about the women's suffrage movement before they begin the novel.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Summarizing an Informational Text: “Movin’ on Up” (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that, for the remainder of this unit, they will work in triads, as they did when they read <i>Eagle’s Song</i> in Module 1. Review the <b>Norms for Triad Talk anchor chart</b>. Check that they understand what will be expected of them as they work together in this unit. Ask them to give a “thumbs-up” if they completely understand and agree to the norms; a “thumbs-sideways” if they are a little confused by the norms and/or aren’t completely in agreement with them; and a “thumbs-down” if they don’t understand the norms and/or do not agree to follow them.</li> <li>Ask reading triads to gather together and locate their copies of the text <b>“Order in the Court”</b> from Unit 1, Lessons 4 and 5. Draw their attention to the yellow box titled “Movin’ on Up” on page 4.</li> <li>Give triads about 5 minutes to read the text aloud together and record a gist statement at the bottom of their texts. Tell them that each student needs to record a gist statement on his or her text.</li> <li>Gather the students together to share their gist statements. Use <b>equity sticks</b> to cold call two or three triads to share. Listen for responses like: “It tells about how people worked to get the 19th Amendment passed in 1920” or “President Wilson and lots of other people worked hard to pass the 19th Amendment in 1920.”</li> <li>Invite the triads to read the text again. Remind them that, to summarize an informational text, sometimes readers need to find the main idea of chunks of the text and then use those main idea statements to help them write a summary.</li> <li>Distribute an <b>index card</b> to each triad and tell students to:             <ol style="list-style-type: none"> <li>Write brief main idea statements of each paragraph in the margins of their text.</li> <li>Work together to write a summary statement on the index card.</li> </ol> </li> <li>Give the students 10 minutes to read the text and write their summary statements.</li> <li>Tell triads to find another triad and share their summary statements. Ask them to identify similarities and differences in each other’s statements. Call on two or three groups to share how their statements were similar. You should hear observations like: “They both say that because of the work women did during World War I, President Wilson supported the Congress in approving a constitutional amendment guaranteeing women the right to vote, but there had to be 36 states that also approved. The vote was so close that it came down to one man in Tennessee, who changed his vote in favor of the amendment for it to pass in 1920.”</li> <li>Note: Make sure the students walk away with a clear understanding that the suffragists and their supporters endured years of hard work and challenges in their quest to get the 19th Amendment passed. They also need to understand that because of their perseverance, President Wilson changed his mind and ended up supporting equality for women.</li> <li>Explain that they will now begin to read a novel about this historic vote in Tennessee and the journey the suffragists endured to ensure the passage of the 19th Amendment.</li> </ul>	<ul style="list-style-type: none"> <li>Consider pulling guided groups of students to give additional support in reading and analyzing the text.</li> <li>If students need support in reading and analyzing the text and have an opportunity to participate in a guided discussion of the text, consider letting them grapple with the summary independently.</li> <li>Consider pre-highlighting text for some learners so that when they reread independently, they can focus on the essential information.</li> <li>Consider providing “hint cards” that help students get “unstuck” so they can get the gist. These might be placed on the chalkboard tray, for example, and students would take them only if they are super-stuck.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Launching a Novel Study: <i>The Hope Chest</i>, Chapter 1 (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they learned in Unit 1 about Susan B. Anthony and her fight for women's right to vote. Invite them to turn and talk with their shoulder partner. Use equity sticks to cold call one or two students. Listen for responses like: "Susan B. Anthony and other women fought for women's right to vote" or "Susan B. Anthony was arrested because she voted in the presidential election. Her trial was unfair, but that didn't stop her."</li> <li>• Explain that she died before her dream could become a reality, but the fight continued.</li> <li>• Distribute the novel <b><i>The Hope Chest</i> by Karen Schwabach</b> to each student. Tell them that you are going to read the back cover of the book to them so they can get a feel for what the novel will be like. Ask them to turn their books over to the back cover and read along silently, listening for the gist, as you read aloud to them.</li> <li>• Ask students to turn to their triads and discuss what they think the novel will be about, based on the description on the back cover.</li> <li>• Cold call a few groups to share their thinking. Listen for: "This book will be about a girl named Violet who goes looking for her sister, who is fighting for women's right to vote."</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* "Are there any words that are unfamiliar?"</li> </ul> </li> <li>• Students will likely point out the words <i>Suffs</i> and <i>Antis</i>. Tell them that these words are nicknames for two groups. Ask:             <ul style="list-style-type: none"> <li>* "What do you infer about the meanings of both of these nicknames?"</li> </ul> </li> <li>• Listen for students to infer that <i>Suffs</i> is an abbreviation of the longer word <i>suffragists</i>, and the second nickname, <i>Anti</i>, is a suffix that means "not" or "against," so that may be a nickname for a group that is against the suffragists.</li> <li>• Ask triads to discuss:             <ul style="list-style-type: none"> <li>* "How might your knowledge about Susan B Anthony and the suffrage movement help you better understand this novel?"</li> </ul> </li> <li>• Listen for students to share information they learned about Susan B. Anthony and the suffrage movement and how it may help them better understand the events and characters in the novel.</li> <li>• Explain that this background knowledge will be a helpful tool as they read the novel. Tell students that they will have another tool for helping them understand what they read in each chapter of the book, called a Reader's Guide. Distribute the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters."</b> Ask triads to look at the guide and talk about what they notice on this recording form. Listen for: "a section with historical information," "a glossary," "a section with figurative language and definitions," "a place to summarize the chapter," and "two text-dependent questions."</li> </ul>	<ul style="list-style-type: none"> <li>• A Reader's Guide is a multilayered support for all readers as they navigate the many characters, settings, and events in a full-length novel.</li> <li>• Breaking down multistep directions into numbered elements and posting or distributing them for students lets them return to these guidelines to make sure they are on track.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Explain that each chapter will have a similar page in the Reader's Guide and that they will summarize each chapter to keep track of characters, what happens to them, and where they travel during the story.</li><li>• Remind students that, as with any piece of historical fiction, imagined characters and events will be blended with a historically accurate setting, events, characters, and dialogue and language.</li><li>• Explain that throughout this text, the author mentions many historical people and events that are not central to the story but add to its historical accuracy. To help them with some of the historical background information, the Reader's Guide has a section that briefly describes these events and people. Point out the Historical Background Information section of the Reader's Guide and tell students that they should read this section of the guide before reading each chapter.</li><li>• Explain that many words and terms in the novel may be unfamiliar to them because they reflect the story's time period. To help them better understand what they're reading, the Reader's Guides contain a glossary and sometimes a Figurative and Complex Language: Idioms and Adages section. Point this section out.</li><li>• Point out the Glossary section of the Reader's Guide and post the <b>Process for Using a Glossary anchor chart</b> from Unit 1, Lesson 1:<ol style="list-style-type: none"><li>1. Read the text together.</li><li>2. When you come to an unfamiliar word, use the context to help understand the word.</li><li>3. If context isn't enough, use the definitions/synonyms in the glossary.</li><li>4. If the glossary isn't enough, use a class dictionary.</li><li>5. Reread the text together using the definitions/synonyms in place of the unfamiliar word.</li></ol></li><li>• Acknowledge that not all the unfamiliar words are included in the glossary. Remind students of the <b>Vocabulary Strategies anchor chart</b> from Unit 1, Lesson 1:<ul style="list-style-type: none"><li>– Read on in the text and infer.</li><li>– Look in the glossary.</li><li>– Look for a text feature that defines the word.</li><li>– Look in a dictionary.</li><li>– Think about parts of the word that you know (like word roots).</li><li>– Discuss a word with another (after attempting some of the above strategies)</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Next, point out the Figurative and Complex Language: Idioms and Adages section of the Reader's Guide. Explain that there are many types of <i>figurative language</i>, which is made up of words and phrases that exaggerate or change the usual meaning of the words/phrases. Tell students that in this novel, they will read many <i>idioms</i> and <i>adages</i>, which are types of figurative language. Give them the following explanations for idioms and adages:             <ul style="list-style-type: none"> <li>* "Idioms are expressions that cannot be understood by simply reading the words. The reader has to infer their meaning based on the context."</li> </ul> </li> <li>• Give students some examples of modern-day idioms:             <ul style="list-style-type: none"> <li>– "'Rings a bell' means something is familiar to you."</li> <li>– "'Off the top of your head' means the first thing you can think of."</li> <li>– "'Have a ball' means to have fun."</li> </ul> </li> <li>* "Adages are short but memorable sayings or expressions, based on experience, that are considered true by many people." Explain that some people may call these expressions <i>proverbs</i>.</li> <li>• Give some examples of modern-day adages:             <ul style="list-style-type: none"> <li>– "Actions speak louder than words."</li> <li>– "My eyes are bigger than my stomach."</li> <li>– "Early to bed, early to rise."</li> </ul> </li> <li>• Explain that people who lived in the early 1900s used these types of figurative language too. Tell students that this can be confusing when reading because they may not be familiar with sayings from this time and will have to use context clues to figure out their meaning. Explain that the Figurative and Complex Language: Idioms and Adages section of the Reader's Guide will help them understand unfamiliar sayings or unusual language.</li> <li>• Once the students have familiarized themselves with the layout and content of the Reader's Guide for Chapter 1, review how it can help support them as they read the novel:             <ol style="list-style-type: none"> <li>1. They should read the Historical Background Information first.</li> <li>2. As they reread sections of the text, the glossary and Figurative and Complex Language explanations can help them understand unfamiliar words and period terms.</li> </ol> </li> <li>• Ask triads to read the Historical Background Information. Acknowledge that it's understandable if some of this information may be a bit confusing to them at this point. Assure them that many of these facts will be mentioned again in the story and explained as the characters and events unfold. Clarify any burning questions the students have before reading the story.</li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to turn to page 1 of <i>The Hope Chest</i>, Chapter 1, “The Stolen Letters.”</li><li>• Invite them to read along silently as you read the text aloud. Read pages 1–6, stopping at the top with “The address was somewhere in New York City—Henry Street.” To engage students with the story, read with fluency and expression.</li><li>• When you stop, ask triads to talk about the gist of what’s happening so far in the story. Use equity sticks to cold call one or two groups to share. You should hear comments like: “Violet is really angry at her parents because they hid letters that her sister Chloe sent her.”</li><li>• Ask the triads to read just that section of the text again, but this time, encourage them to use the glossary and figurative language definitions as well as other vocabulary strategies to help with unfamiliar words or phrases in the text.</li><li>• Give the students 5 minutes to reread pages 1–6 (top).</li><li>• Gather them together and ask:<ul style="list-style-type: none"><li>* “What are some reasons, other than hiding Chloe’s letters, that Violet was so angry with her parents?” Listen for: “They told her to be seen and not heard and to speak only when spoken to,” “They sent her sister away,” “They stuck her with a brother who didn’t talk,” “They accused her of stealing her own letters.”</li><li>* “How did the author let the reader know when Violet was reading a letter?” Listen for: “The font changed styles” and “They are written in letter format.”</li><li>* “In Chloe’s letter, she says, ‘Speaking of soldiers, how is Stephen doing?’ Who do you think she is referring to, and why would she ask this?” Listen for: “Stephen is their brother, who is either sick or hurt from being a soldier in a war, and she is probably worried about him.”</li></ul></li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Preparation for Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the homework with students. Distribute a bag of <b>evidence flags</b> to each student for use at home. Be sure they know to answer the text-dependent questions and take notes only in the Summary Notes section of their Reader's Guide. They should not write a summary paragraph, as this will be reviewed in the following lesson.</li><li>• Remind students that when they read <i>Eagle Song</i>, they used the Somebody In Wanted But So Then summarizing strategy. Tell them to do their best to remember how this strategy helps to summarize a literary text. Explain that the class will review it in tomorrow's lesson.</li><li>• Finally, remind students to use the Historical Background Information, Glossary, and Figurative Language sections of the Reader's Guide to help them as they read.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish reading Chapter 1, then record Summary Notes in the left box at the bottom of your Reader's Guide for Chapter 1.</li><li>• Complete the text-dependent questions for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters" on the back of the Reader's Guide. Reread as necessary to help you answer the questions. Use evidence flags to mark the places in the text that help you answer each question.</li></ul>	<ul style="list-style-type: none"><li>• As an alternative to homework, consider allowing students to read assigned chapter(s) during independent reading time.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 2: Lesson 2

## Supporting Materials



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**Norms for Triad Talk Anchor Chart**  
(For Teacher Reference)

**Teacher Instructions: Write these instructions on chart paper so all students can see it for the remainder of the unit.**

- Each person must contribute to the discussion but take turns talking. Ask each other: “Would you like to add to my idea?” or “Can you tell us what you’re thinking?”
- Each person should show the others specific details from the text by pointing to page numbers, paragraphs, and lines. Say: “My evidence is here on page \_\_\_\_ in the \_\_\_\_\_ paragraph” and read the evidence aloud.
- Ask questions so that you understand each other’s ideas. Say: “Can you tell me more about that?” or “Can you say that another way?”



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"

\_\_\_\_\_  
Name:

\_\_\_\_\_  
Date:

**Historical Background Information**

- **Bolshevik Revolution:** a civilian army took control of Russia from the Russian Monarchy in 1917.
- **Influenza of 1918:** a disease that killed more than 100 million people across the world; also referred to as the flu
- **World War I:** began in 1914 with Germany, Austria-Hungary, and the Ottoman Empire fighting against England, France, Russia, Italy, Canada, and Japan. The United States did not join the war until 1917. This was an unusually brutal war that claimed more than 9 million lives.
- **Susan B. Anthony Amendment:** the 19th Amendment to the U.S. Constitution that gave women the right to vote
- **League of Nations:** the first international organization whose principal mission was to maintain world peace



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"

Glossary	Figurative and Complex Language: Idioms and Adages
banks (4): the sides of a river or stream	"What in the name of Sam Hill?" (2): What in the world?
defeated (14): caused something to fail	"It will make your head spin" (3): It will make you dazed and confused.
disloyal (16): not loyal synonym: unfaithful antonym: faithful	"threatening tower of authority" (3, 4): tall and scary
imposing (2): overwhelming in size or character synonym: impressive antonym: typical	"gave her a jolt" (6): surprised her
opposition party (4): a group of people who are against another	"baptism by fire" (13): any experience that tests one's courage or strength for the first time
ratification (14): to approve in a formal way	"huge knock-down drag-out fight" (13): an extremely harsh or violent fight, argument
reconvenes (13): comes together again	"neither here nor there" (15): not important
seldom (3): not often synonym: rarely antonym: often	"made Violet snap" (17): made her lose her temper



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"

**Text-dependent Questions:**

1. How did Violet feel about knitting squares for blankets for French orphans?

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2. Why did knitting the blanket squares help Violet understand how Chloe felt about being a public health nurse in New York?

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**Process for Using a Glossary Anchor Chart**  
For Teacher Reference

1. Read the text together.
2. When you come to an unfamiliar word, use the context to help understand the word.
3. If context isn't enough, use the definitions/synonyms in the glossary.
4. If the glossary isn't enough, use a class dictionary.
5. Reread the text together using the definitions/synonyms in place of the unfamiliar word.





**Vocabulary Strategies Anchor Chart**  
For Teacher Reference

- Read on in the text and infer.
- Look in the glossary.
- Look for a text feature that defines the word.
- Look in a dictionary.
- Think about parts of the word that you know (like word roots).
- Discuss a word with another (after attempting some of the above strategies).



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 2: Lesson 3**

## **Summarizing Literature and Analyzing Characters:**

### *The Hope Chest, Chapter 1*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can summarize a story, drama, or poem. (RL.4.2)

I can compare and contrast different narrators' points of view. (RL.4.6)

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

Supporting Learning Targets

- I can summarize Chapter 1 of *The Hope Chest* using specific details from the text.
- I can explain the difference between first-person and third-person point of view.
- I can describe actions Violet takes in Chapter 1 and what this says about the type of person she is.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters," including text-dependent questions (from homework)
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing Learning Targets (5 minutes)</li><li>Sharing Homework and Engaging the Reader (10 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Guided Practice: Somebody In Wanted But So Then (15 minutes)</li><li>First-Person and Third-Person Points of View: Letters from Chloe (10 minutes)</li><li>Character Analysis: Violet (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Exit Ticket (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read Chapter 2 (pages 18–30), then record Summary Notes in the left box at the bottom of the Reader's Guide for <i>The Hope Chest</i>, Chapter 2: "The Dying Mrs. Renwick." Reread as you take your notes</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson reviews Somebody In Wanted But So Then, a scaffold used to help readers see how details in a story help convey the main message. Students first learned and used this strategy in Module 1, Unit 2, Lesson 12.</li><li>In advance: Make the Somebody In Wanted But So Then anchor chart (see supporting materials); review the Think-Pair-Share protocol (Appendix).</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
story elements, characters, setting, events, first person, third person, point of view	<ul style="list-style-type: none"><li>• <i>The Hope Chest</i> (book; one per student)</li><li>• Evidence flags (one bag per student)</li><li>• Green pencils (one per student)</li><li>• Chart paper</li><li>• Somebody In Wanted But So Then anchor chart (new; teacher-created)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters" (answers, for teacher reference)</li><li>• Document camera</li><li>• Equity sticks</li><li>• Violet's Character anchor chart (new; co-created with students during Work Time Part C)</li><li>• Sticky notes (standard size, two per student)</li><li>• Large index cards (one per student)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 2: "The Dying Mrs. Renwick" (one per student)</li><li>• Index cards (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to read the learning targets silently. Have them give a thumbs-up if they are clear on what they are expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify as needed</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Sharing Homework and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to take out their text, <i>The Hope Chest</i>. Remind them what they were expected to do for homework:             <ul style="list-style-type: none"> <li>* “Finish reading Chapter 1, then record Summary Notes in the left box at the bottom of your Reader’s Guide. Complete the text-dependent questions for <i>The Hope Chest</i>, Chapter 1: “The Stolen Letters” on the back of the Reader’s Guide. Use <b>evidence flags</b> to mark the places in the text that help you answer each question.”</li> </ul> </li> <li>Ask students to share their summary notes with their reading triads and write a summary statement together based on their notes (each student should record a summary statement in his or her own Reader’s Guide).</li> <li>Explain that reviewing summary notes and writing a summary statement will help them remember the main idea of the chapter, which in turn will help with today’s lesson.</li> <li>Tell students that in today’s lesson, they will review the Somebody In Wanted But So Then strategy for summarizing and will have an opportunity to revise their summary of Chapter 1 later in the lesson.</li> <li>Cold call a few students to share their answers to the text-dependent questions for Chapter 1. As they share, ask them to point out where in the text they found evidence for the answer, as marked with an evidence flag.</li> <li>Listen for these answers to the questions:             <ol style="list-style-type: none"> <li>How did Violet feel about knitting squares for blankets for French orphans?                 <ul style="list-style-type: none"> <li>“She felt like she was doing something important that involved the whole world. I found evidence for this answer on page 10, where it says, ‘To Violet, knitting those squares seemed like the most important thing she had ever done in her life.’”</li> </ul> </li> <li>Why did knitting the blanket squares help Violet understand how Chloe felt about being a public health nurse in New York?                 <ul style="list-style-type: none"> <li>“She realized that Chloe wanted to do something meaningful with her life, something that makes a difference to others, just like Violet felt as she made blanket squares for the orphans. I found evidence on pages 9 and 10, where it says, ‘Violet, listening on the stairs, had known just what Chloe meant.’”</li> </ul> </li> </ol> </li> <li>Tell students that they may revise their responses based on the class’s discussion and offer them <b>green pencils</b> to make the revisions. Remind them that by using colored pencils, they will be able to see what they were able to do independently and what they needed some additional support to do.</li> </ul>	<ul style="list-style-type: none"> <li>Using a different colored pencil for revisions is a visual assessment for learning strategy that helps both teachers and students see the original thinking and how it has changed or not changed, based on collaboration with a peer or a class discussion.</li> <li>For students needing additional support producing language, consider offering a sentence/paragraph frame or sentence/paragraph starter to provide the structure required.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Guided Practice: Somebody In Wanted But So Then (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that they summarized informational texts about Susan B. Anthony in Unit 1 by finding the main idea of chunks of the text, then writing a summary statement from those notes.</li> <li>Remind them also that they learned a way to think about the details in a complex literary text when they were reading <i>Eagle's Song</i> (Module 1, Unit 2, Lesson 12). Display the <b>Somebody In Wanted But So Then anchor chart</b>. After each, write a few explanatory notes as you review. <ul style="list-style-type: none"> <li><i>Somebody</i> is the narrator or character in a text.</li> <li><i>In</i> is the place where a text is set.</li> <li><i>Wanted</i> is what the character or narrator is hoping for.</li> <li><i>But</i> is the problem or obstacle that might get in the way of what the character or narrator wants.</li> <li><i>So</i> is the outcome or resolution.</li> <li><i>Then</i> is what happens to move the story forward.</li> </ul> </li> <li>Remind students that this list of words is one way for readers to think about the main parts of a story. Explain that it may not fit every chapter exactly, but it is a helpful way to think about summarizing literary text.</li> <li>Display the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters"</b> (answers, for teacher reference) by using a <b>document camera</b> or re-creating it on chart paper. Explain that you have made summary notes about the chapter and that theirs are probably similar to yours. Tell them that they may revise their notes based on the class's discussion; remind them to use green pencils to make the revisions.</li> <li>After reviewing the summary notes on the class Chapter 1 chart, explain that a summary statement simply takes the notes and writes them in sentences that make sense.</li> <li>Example summary notes:  <i>Somebody:</i> Violet  <i>In:</i> Pennsylvania in 1918  <i>Wanted:</i> to see her sister, Chloe, who had run away from home  <i>But:</i> Her parents kept Chloe's letters to Violet a secret, so she had no idea Chloe had tried to contact her.  <i>So:</i> Violet stole a few letters after she found them.  <i>Then:</i> Violet became very angry with her parents for lying to her.</li> </ul>	<ul style="list-style-type: none"> <li>Providing students with individual copies of key anchor charts offers them support when they are working independently at home and at school.</li> <li>Examining a model and revising allows students to check for understanding as they grapple with complex text and the accompanying reading task.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Example summary statement: Violet lived with her parents in Pennsylvania in 1918. She wanted to see her older sister, Chloe, who had run away from home because she didn't want to marry a man her parents wanted for her. Violet didn't understand why Chloe hadn't tried to contact her. But then she discovered that her parents had hidden letters Chloe had written her, and she became very angry with her parents for lying to her.</li><li>• Ask students to read the summary statement silently to themselves. After a moment, ask them what they notice about how it is written. Use <b>equity sticks</b> to cold call one or two students. Listen for comments like: "You added the details that Violet lived with her parents and that Chloe didn't want to marry a man her parents wanted for her, but those weren't in your notes," "Your summary statement is written in the same order as the notes," or "All your notes are somewhere in the summary statement."</li><li>• Explain that the notes are just a way to organize the key details in a literary text to help summarize. Sometimes, smaller details need to be added to a summary statement to help it make sense and be thorough.</li><li>• Invite triads to reread their summary statements and to use a green pencil to revise their statement if they feel they can improve its clarity.</li><li>• Give the triads 3 to 5 minutes to reread their summaries and revise as needed.</li><li>• Explain that they will be expected to summarize each chapter of <i>The Hope Chest</i> using this summarizing process:<ol style="list-style-type: none"><li>1. Take summary notes using the Somebody In Wanted But So Then strategy.</li><li>2. Use the notes to write a summary statement.</li></ol></li></ul>	





Work Time (continued)	Meeting Students' Needs
<p><b>B. First-Person and Third-Person Points of View: Letters from Chloe (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite the reading triads to reread Chloe's letter to Violet, from page 6 to the top of page 7. Next, ask them to reread the first paragraph after the letter (on page 7).</li><li>• Ask the students to Think-Pair-Share:<ul style="list-style-type: none"><li>* "How are these two passages different?" Use equity sticks to cold call two or three triads to share what their group discussed. You may hear responses like: "One is a letter and one isn't." Acknowledge that they are correct in this observation, but make sure they focus on <i>how</i> the passages are written.</li></ul></li><li>• Point out that in the letter, Chloe is "speaking" to Violet. Ask them if they can identify any clue words that let them know this. The students should identify the words "I" and "me." Explain that when a narrative text is written as if a particular character, or narrator, is telling the story, it's called <i>first-person point of view</i>.</li><li>• Ask students about the second passage:<ul style="list-style-type: none"><li>* "Who is telling the story in the second passage you read?" Listen for: "the author."</li><li>* "How can you tell? Are there any clue words that let you know that a character isn't telling the story?" Listen for: "The author uses the words 'her' and 'she,' so she's telling about what happened to Violet and Chloe."</li></ul></li><li>• Explain that when the narrator (the author) describes what is happening to characters, this is called <i>third-person point of view</i>.</li><li>• Remind students that a good way for them to know whether a text is told in first-person or third-person point of view is to look for the clue words:<ul style="list-style-type: none"><li>– First person: I, me, my, mine</li><li>– Third person: he, she, they, her, him, etc.</li></ul></li><li>• Tell them that even though most of this novel is told in the third person, there are some passages that are written in first person. Encourage them to look for these as they continue to read.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Character Analysis: Violet (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that the <i>story elements</i> of a literary text are: <ul style="list-style-type: none"> <li><i>Characters</i>: people involved in the story</li> <li><i>Setting</i>: where and when the story takes place</li> <li><i>Events</i>: the things that happen to and about the characters</li> </ul> </li> <li>Ask students to use the Think-Pair-Share protocol to identify the story elements so far in <i>The Hope Chest</i>. <ol style="list-style-type: none"> <li>Think to yourself.</li> <li>Pair up with your reading partners to discuss what you thought about.</li> </ol> </li> <li>Share your thinking with another triad.</li> <li>Circulate as the triads are discussing the story elements and listen for comments that identify these elements: <ol style="list-style-type: none"> <li>Characters: Violet and her parents</li> <li>Setting: Pennsylvania in 1918</li> <li>Events: Violet found letters from her sister that her parents had hidden from her and became very angry with them; Violet's sister, Chloe, ran away so that she didn't have to marry a man she didn't love.</li> </ol> </li> <li>(Note: Students may identify Chloe as a character. Explain that as readers, you haven't actually "met" her yet. She has only been discussed by Violet and her parents. Knowing that a character will eventually be entering a story as a main character gives a reader something to look for as the story develops. Something to think about as they look for Chloe is: Will she be like Violet describes her or like her parents describe her?)</li> <li>Explain that as they read the text, students will be introduced to a number of key characters who have important roles in the storyline. It's important to keep track of these characters and look for ways they change throughout the story, as well as how they interact with each other.</li> <li>Go on to explain that the first character they are going to think about is Violet. Display the <b>Violet's Character anchor chart</b>. Ask students to think about Violet and what actions she has taken that have affected others.</li> <li>Distribute two <b>sticky notes</b> to each student and ask them to write their names on them because they will be turning them in. Ask students to reread this excerpt with their triads: starting on page 3 with "'They're addressed to me,' Violet said" and ending on page 4 with "She slammed the door and ran all the way to the banks of the Susquehanna River."</li> <li>Ask them to think about these questions as they read and to write their responses on one sticky note:</li> </ul>	<ul style="list-style-type: none"> <li>Students could be grouped intentionally or randomly, depending on your class and its needs. It is important to group ELLs with at least one other student who speaks their language to support them in participating in group conversations.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>* "What did she do?"</li> <li>* "How did it affect others?"</li> <li>* "What does this say about her?"</li> <li>• Give the triads 5 to 10 minutes to reread the excerpt and briefly answer the questions. Circulate and offer support as needed.</li> <li>• Use equity sticks to cold call two or three students to share an action Violet took and how it affected others. Listen for responses and add something like the following to the first column of the Violet's Character anchor chart: "She stood up to her parents" (pages 1–4) and "She made quilt squares for French orphans" (pages 9 and 10).</li> <li>• Cold call two or three additional students to share what they think this says about the type of person Violet is. Use their responses to help fill in the second column of the Violet's Character anchor chart. Listen for and record: "She is a strong-willed girl" and "She is compassionate and wants to help others."</li> <li>• Ask triads to read this excerpt: starting on page 9 with "That letter started stupid tears in Violet's eyes" and ending on page 10 with "Or at least much more of the world than she had ever seen."</li> <li>• Again, ask students to think about these questions as they read and to write their responses on the other sticky note:               <ul style="list-style-type: none"> <li>* "What did she do?"</li> <li>* "How did it affect others?"</li> <li>* "What does this say about her?"</li> </ul> </li> <li>• Give the triads 5 minutes to reread the excerpt and briefly answer the questions. Circulate and offer support as needed.</li> <li>• Use equity sticks to cold call two or three students to share an action Violet took and how it affected others. Listen for responses similar to: "Violet made quilt squares for French orphans." Use their responses to help add another action for Violet in the first column of the Violet's Character anchor chart.</li> <li>• Cold call two or three additional students to share what they think this says about the type of person Violet is. Listen for: "She's compassionate and cares about others." Use their responses to help add to the second column of the Violet's Character anchor chart.</li> <li>• Explain that readers often have to infer about why characters do and say things based on how other characters react to them. Also explain that characters often change as stories move forward. Inform students that they will be keeping track of the actions Violet takes throughout the novel, as well as how she changes.</li> <li>• Collect the students' two sticky notes to use as a formative assessment of their progress toward the learning target:               <ul style="list-style-type: none"> <li>* "I can describe actions Violet takes in Chapter 1 and what this says about the type of person she is."</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Breaking down multistep directions into numbered elements and posting or distributing them for students lets them return to these guidelines to make sure they are on track.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute an <b>index card</b> to each student and ask them to put their name on it. Have students write two of the three learning targets on the index card, with one on the front and one on the back. Ask them to write a statement about their progress toward each target. Give students 5 minutes to reflect on the learning targets. Collect the exit tickets and use them to determine students' confidence in their ability to summarize a story and describe its characters.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Read Chapter 2 (pages 18–30), then record Summary Notes in the left box at the bottom of the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 2: "The Dying Mrs. Renwick."</b> Reread as you take your notes.</li></ul> <p><i>Note: As in Lesson 2, if you are concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the "downtime" during the day—right before or after lunch, between other tasks, as they enter the classroom in the morning, or just before dismissal—as time for reading the novel or independent reading. In addition, consider providing an audio recording of the novel for students who are likely to need additional support to pre-read this novel at home. Pre-reading will then allow students to spend class periods rereading and focusing on evidence.</i></p>	<ul style="list-style-type: none"><li>As an alternative to homework, consider allowing students to read assigned chapter(s) during independent reading time.</li></ul>



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# Grade 4: Module 4: Unit 2: Lesson 3

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"  
(Answers, for Teacher Reference)

Historical Background Information

- **Bolshevik Revolution:** a civilian army took control of Russia from the Russian Monarchy in 1917.
- **Influenza of 1918:** a disease that killed more than 100 million people across the world; also referred to as the flu
- **World War I:** began in 1914 with Germany, Austria-Hungary, and the Ottoman Empire fighting against England, France, Russia, Italy, Canada, and Japan. The United States did not join the war until 1917. This was an unusually brutal war that claimed more than 9 million lives.
- **Susan B. Anthony Amendment:** the 19th Amendment to the U.S. Constitution that gave women the right to vote
- **League of Nations:** the first international organization whose principal mission was to maintain world peace



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"  
(Answers, for Teacher Reference)

Glossary	Figurative and Complex Language: Idioms and Adages
banks (4): the sides of a river or stream	"What in the name of Sam Hill?" (2): What in the world?
defeated (14): caused something to fail	"It will make your head spin" (3): It will make you dazed and confused.
disloyal (16): not loyal synonym: unfaithful antonym: faithful	"threatening tower of authority" (3, 4): tall and scary
imposing (2): overwhelming in size or character synonym: impressive antonym: typical	"gave her a jolt" (6): surprised her
opposition party (4): a group of people who are against another	"baptism by fire" (13): any experience that tests one's courage or strength for the first time
ratification (14): to approve in a formal way	"huge knock-down drag-out fight" (13): an extremely harsh or violent fight, argument
reconvenes (13): comes together again	"neither here nor there" (15): not important
seldom (3): not often synonym: rarely antonym: often	"made Violet snap" (17): made her lose her temper



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"  
(Answers, for Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet	Violet lived with her parents in Pennsylvania in 1918. She wanted to see her older sister, Chloe, who had run away from home because she didn't want to marry a man her parents wanted for her. Violet didn't understand why Chloe hadn't tried to contact her. But then she discovered that her parents had hidden letters Chloe had written her, and she became very angry with her parents for lying to her.
<b>In:</b> Pennsylvania in 1918	
<b>Wanted:</b> to see her sister, Chloe, who had run away from home	
<b>But:</b> Her parents kept Chloe's letters to Violet a secret, so she had no idea Chloe had tried to contact her.	
<b>So:</b> Violet stole a few letters after she found them.	
<b>Then:</b> Violet became very angry with her parents for lying to her.	





Text-Dependent Questions for Chapter 1  
(Answers, for Teacher Reference)

1. How did Violet feel about knitting squares for blankets for French orphans?

**She felt that she was doing something important that involved the whole world. I found evidence for this answer on page 10, where it says, “To Violet, knitting those squares seemed like the most important thing she had ever done in her life.”**

2. Why did knitting the blanket squares help Violet understand how Chloe felt about being a public health nurse in New York?

**She realized that Chloe wanted to do something meaningful with her life, something that makes a difference to others, just like Violet felt as she made blanket squares for the orphans. I found evidence on pages 9 and 10, where it says, “Violet, listening on the stairs, had known just what Chloe meant.”**



Somebody In Wanted But So Then Anchor Chart  
(For Teacher Reference)

<i>Somebody</i>	narrator or character in a text
<i>In</i>	the place where a text is set
<i>Wanted</i>	what the character or narrator is hoping for
<i>But</i>	the problem or obstacle that might get in the way of what the character or narrator wants
<i>So</i>	the outcome or resolution
<i>Then</i>	what happens to move the story forward



**Violet's Character Anchor Chart**  
(For Teacher Reference)

Character	Actions that affect others	What does this say about this character?
Violet	<u>Chapter 1:</u> 1. She stood up to her parents (pages 1–4). 2. She made quilt squares for French orphans (pages 9 and 10).	<u>Chapter 1:</u> 1. She is a strong-willed girl. 2. She is compassionate and wants to help others.



Reader's Guide for *The Hope Chest*, Chapter 2: "The Dying Mrs. Renwick"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Historical Background Information

- **Cars in the 1900s** had to be started by cranks. (An example of a crank today could be a manual pencil sharpener, which requires a person to turn the handle for the inner mechanisms to turn, making the sharpener work.) Before cars had batteries, they had cranks. Without an electric starter, the only ways to turn over an engine to get it started were to push it or roll it off a hill, then engage the clutch; or crank it. The crank, inserted into the end of the crankshaft, allowed a person to turn the engine over manually.
- **Tuberculosis:** a disease caused by bacteria that attack the lungs. It is highly contagious and can be deadly if not treated properly. Today, people are protected from this disease by a vaccination.
- **Beliefs about Women in the 1900s:** In the early 1900s in America, many people believed women should stay at home, take care of their husbands, and raise children. Girls were expected to help their mothers and learn how to keep a nice home so that eventually they would make a good wife. Women were expected to listen to their husbands and fathers, agree with what they said, and not to have their own opinions about politics or money. Women were not expected to be educated.



Reader's Guide for *The Hope Chest*, Chapter 2: "The Dying Mrs. Renwick"

Glossary	
accomplished (22): succeeded in doing something	devote (23): dedicate; commit
ambitious (29): having or showing a strong desire to succeed synonym: eager antonym: lazy	indifferently (19): not caring synonym: uninterested antonym: enthusiastic; interested
convinced (22): persuaded	involuntary (24): not on purpose; automatic
defiantly (25): refusing to obey	oppressive (21): extremely unpleasant; depressing
dejected (27): having or experiencing low spirits synonym: sad; depressed antonym: cheerful	presumably (20): judging by what may reasonably be guessed or assumed
despite (29): regardless of	
Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



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# **Grade 4: Module 4: Unit 2: Lesson 4**

## **Analyzing Descriptive Language: *The Hope Chest*, Chapters 1-3**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can analyze the meaning of figurative and complex language. (L.4.5a, c)

Supporting Learning Targets

- I can read Chapter 3 of *The Hope Chest* for gist.
- I can explain the meaning of simple similes in context.
- I can name synonyms and antonyms for vocabulary words.

Ongoing Assessment

- Summary statements for Chapters 2 and 3

Agenda

1. Opening
  - A. Reviewing Learning Targets (5 minutes)
  - B. Sharing Homework and Engaging the Reader (10 minutes)
2. Work Time
  - A. Partner Reading for Gist: *The Hope Chest*, Chapter 3: “Meeting Myrtle” (15 minutes)
  - B. Figurative and Descriptive Language: Creating Mental Images (15 minutes)
  - C. Understanding Synonyms and Antonyms (10 minutes)
3. Closing and Assessment
  - A. Debrief (5 minutes)
4. Homework
  - A. Read Chapter 3 (pages 31–41), then record summary notes in the left box at the bottom of the Reader’s Guide for *The Hope Chest*, Chapter 3: “Meeting Myrtle.”

Teaching Notes

- The focus of this lesson is for students to analyze the language author Karen Schwabach uses to describe the setting and characters in *The Hope Chest*.
- In advance: Make the Synonyms and Antonyms anchor chart (see supporting materials).
- Post: Learning targets.



Lesson Vocabulary	Materials
simile, synonym, antonym; colored (36), vigorously (36), hasty (31), hastily (34), dismal (23)	<ul style="list-style-type: none"><li>• Equity sticks</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 2: "The Dying Mrs. Renwick" (from Lesson 3; one to display)</li><li>• Document camera</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 2: "The Dying Mrs. Renwick" (answers, for teacher reference)</li><li>• Green colored pencils</li><li>• Violet's Character anchor chart (begun in Lesson 3)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 3: "Meeting Myrtle" (one per student)</li><li>• <i>The Hope Chest</i> (book; one per student)</li><li>• Chart paper</li><li>• Synonyms and Antonyms anchor chart (new; teacher-created)</li><li>• Vocabulary Strategies anchor chart (from Lesson 2)</li><li>• Vocabulary Strategies anchor chart (for teacher reference)</li><li>• Sticky notes (5-10 per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Read each of the learning targets aloud, and then ask students to reread them silently. Have them give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify as needed.</li><li>• Acknowledge that the words synonym and antonym may be new. Explain that they will learn what these terms mean in today's lesson</li></ul>	





Opening (continued)	Meeting Students' Needs
<p><b>B. Sharing Homework and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students what they were expected to do for homework:           <ul style="list-style-type: none"> <li>* “Read Chapter 2 (pages 18–30), then record Summary Notes in the left box at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 2: “The Dying Mrs. Renwick.”</li> </ul> </li> <li>Ask students to share their summary notes with their reading triad and write a summary statement together based on their notes (each student should record a summary statement in his or her own Reader’s Guide).</li> <li>Give the triads 5 minutes to collaborate on a summary statement based on their notes for Chapter 2. Circulate and assist as needed. Prompt students to use specific details from the text in their summaries.</li> <li>Use <b>equity sticks</b> to cold call two or three triads to share their summary statements. Listen for summaries similar to: “Violet decided to run away from home to find her sister because her parents wouldn’t let her contact Chloe. She headed to New York City on a train by herself and met a bossy and opinionated woman who talked to her about how proper girls should behave.”</li> <li>Display the <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 2: “The Dying Mrs. Renwick”</b> by using a <b>document camera</b> or re-creating it on chart paper. After several triads have been able to share, invite students to help you craft a class summary. Refer to the <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 2: “The Dying Mrs. Renwick” (answers, for teacher reference)</b> for suggested responses. Tell students that they may revise their notes and summaries based on the class’s discussion and offer them <b>green pencils</b> to make the revisions. Remind them that by using colored pencils, they will be able to see what they were able to do independently and what they needed some additional support to do.</li> <li>Collect Reader’s Guides from Chapter 2 for a quick check of comprehension.</li> <li>Post the Violet’s Character anchor chart. Ask students:           <ul style="list-style-type: none"> <li>* “Are there any actions that Violet took in this chapter that affected other characters?”</li> </ul> </li> <li>Listen for:           <ul style="list-style-type: none"> <li>– Action: “She ran away from home” (pages 18 and 19).</li> <li>– What this says about her character: “She is unhappy enough to leave home and not care that her parents might worry.”</li> <li>– Add this example to the Violet’s Character anchor chart.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Using a different colored pencil for revisions is a visual assessment for learning strategy that helps both teachers and students see the original thinking and how it has changed or not changed, based on collaboration with a peer or a class discussion.</li> <li>For students needing additional support producing language, consider offering a sentence/paragraph frame or sentence/paragraph starter to provide the structure required.</li> <li>Collecting and reviewing summaries in the Reader’s Guide is a good check for understanding. This can help you determine whether students need further support in reading and comprehending the novel. This information can be used to pull groups for more guided practice or extension.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Partner Reading for Gist: <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle”</b> and ask students to locate their copy of <b><i>The Hope Chest</i></b>. Remind them that before reading any chapter, they need to read the Historical Background Information in the Reader’s Guide.</li><li>• Before asking the students to read Chapter 3, point out that the term <i>colored</i> is used to describe a new character. Explain that that term was how many people described African Americans during this time period. Today it is not considered appropriate to refer to African Americans in this way, but it was common in the time period depicted in the novel.</li><li>• Invite students to read Chapter 3 with their triads. Explain that the purpose of this first read is to get the gist of the chapter, and they will reread parts of the chapter later in the lesson. Encourage them to read the chapter together either as a choral read (reading aloud at the same time) or by taking turns after each page.</li><li>• Give students 15 minutes to do a first read of Chapter 3.</li></ul>	<ul style="list-style-type: none"><li>• Consider inviting a small, guided group of students who may struggle with reading this text independently to read this chapter with you. This is not something you would do consistently, because it’s important for students to grapple with complex text on their own or with a heterogeneous triad before you intervene for clarity. However, since the deeper learning in the lesson depends on the students having read this chapter, it would be appropriate to either read aloud to them or have them listen to it at a listening station.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Figurative and Descriptive Language: Creating Mental Images (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain that authors can build images in a reader's mind through the figurative and descriptive words and phrases they write. Remind students that they learned about other types of figurative language, idioms and adages, in Lesson 3. Ask them to turn to the middle of page 33.</li><li>• As you read the following excerpt aloud, ask students to follow along in their text and think about the image, or picture, the author is describing. "With a thumping swish, the revolving door dumped Violet out onto the sidewalk. It was much darker out than she'd expected. It was evening of a long August day, but the street was a canyon between high granite and cast-iron skyscrapers, and the sun didn't reach the bottom. Motorcars, streetcars, and horse-drawn wagons rumbled by, guided by electric or kerosene lamps mounted on the front. People pushed past Violet, and she stumbled back against the granite wall of the train station. New York was loud, and fast, and scary, and she didn't like it."</li><li>• Ask triads to talk about the image this excerpt is painting in their heads about what Violet saw. Post these probing questions to help them analyze the way the author described the setting. Invite two or three students to share their thinking for each question:<ul style="list-style-type: none"><li>* "What does the phrase 'the street was a canyon' mean?" Listen for: "The sides of canyons are usually really tall and steep, and canyons often have rivers at the bottom. The street was like a river, with the tall buildings being the canyon walls."</li><li>* "Why do you think the author described the setting in this way?" Listen for: "She probably wanted to show how different New York City was from where Violet lived."</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consider inviting a small, guided group of students who may struggle with reading this text independently to read this chapter with you. This is not something you would do consistently, because it's important for students to grapple with complex text on their own or with a heterogeneous triad before you intervene for clarity. However, since the deeper learning in the lesson depends on the students having read this chapter, it would be appropriate to either read aloud to them or have them listen to it at a listening station.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Post this question and ask students to infer about how Violet was feeling:             <ul style="list-style-type: none"> <li>* “Find some other descriptions of the setting. What do you notice? How does the author’s description of the setting help the reader to understand Violet’s feelings?” Listen for: “We noticed that New York City was full of unfamiliar sights and sounds and was probably overwhelming to Violet. All the things happened so quickly and loudly around her—motorcars, streetcars, and wagons going by, and people pushing past her. Violet was probably scared and anxious, too, because it was so different from where she lived.”</li> </ul> </li> <li>Invite students to turn to the bottom of page 33. As you read this excerpt aloud, ask them to follow along in their text and think about the image, or picture, the author is describing: “The crowd tossed the boy around like a kernel of popcorn in a shaking pan until he popped back out.”</li> <li>Explain that a type of figurative language is called a <i>simile</i>. A simile is a figure of speech that compares two things that are very different. Similes use the words “like” or “as” in the comparison. For example:             <ul style="list-style-type: none"> <li>– “The child was as sly as a fox”—The child was very smart and sneaky.</li> <li>– “This shoe is perfect because it fits like a glove”—Gloves have a snug fit, so the shoe fits well.</li> </ul> </li> <li>Ask triads to talk about what two things are being compared in the simile from the novel and what image is created in their minds because of it.</li> <li>Invite two or three students who haven’t been called on to share their thinking. Listen for responses similar to: “She is comparing the boy and a kernel of popcorn. When popcorn pops, kernels bounce all over the place. The boy was being bounced all over by the crowd” and “I imagined a little boy’s head popping up here and there—never knowing where he’s going to pop up next in a big crowd of adults.”</li> <li>Explain that the author uses a lot of figurative and descriptive language in this novel because she’s trying to create images in the readers’ minds. Encourage students to look for examples of figurative and descriptive language as they continue to read.</li> </ul>	<ul style="list-style-type: none"> <li>Provide ELLs with bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension. ELLs should be familiar with how to use glossaries or dictionaries. These are an accommodation provided to them on NY State assessments.</li> <li>Consider partnering an ELL with a student who speaks the same home language when discussion of figurative and complex language connections is required. This can let students have more meaningful discussions and clarify points in their home language.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Understanding Synonyms and Antonyms (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain that another way authors help paint a picture in their readers' minds is with precise and descriptive words. Tell students that often authors will use synonyms of more common words to paint a more vivid or creative picture in a reader's mind. Explain that a synonym is a word that has a similar meaning to another word. For example:             <ul style="list-style-type: none"> <li>– “An author might choose to use a word like <i>pace</i> instead of <i>walk</i>, because he or she wants the reader to sense that a character is feeling anxious.”</li> <li>– If necessary, give a few more examples of common synonyms or ask the class for some examples.</li> </ul> </li> <li>• Tell students that it is also helpful for readers to infer the meaning of an unfamiliar word and think of a synonym to see if what they inferred the word to mean makes sense.</li> <li>• Ask students to turn to page 36. Read aloud this excerpt from the bottom of the page as they follow in their books: “She climbed gingerly onto the curb. Someone was brushing vigorously at the back of her skirt. ‘Now your dress is all dirty!’”</li> <li>• Ask students to turn and talk with their triads about what they think the word <i>vigorously</i> means in this context. Invite one or two triads to share their ideas. Listen for responses like: “She’s brushing hard and strong because she’s trying to get the horse dung off the skirt for Violet.”</li> <li>• Ask the class to try to envision what it looked like for Myrtle to vigorously brush at Violet’s skirt. Explain that the author chose to use the word <i>vigorously</i> rather than its synonym, <i>strongly</i>, because it is a more descriptive word. However, if students replace the word <i>vigorously</i> with <i>strongly</i>, the passage will still make sense. This is a clue that they have inferred the correct meaning of the word <i>vigorously</i>.</li> <li>• Ask students to discuss in their triads what they think the opposite of <i>vigorously</i> might be. Call on one or two triads to share. Listen for: “weak” or “lightly.”</li> <li>• Explain that the opposite of a word is called its <i>antonym</i>. Thinking of an antonym is also another way to check your understanding of unfamiliar words.</li> <li>• Post the <b>Synonyms and Antonyms anchor chart</b>. Draw the class’s attention to the definitions of <i>synonym</i> and <i>antonym</i> as well as the example of <i>vigorously</i>. Complete the chart for the word <i>vigorously</i> with the class’s response.</li> </ul>	<ul style="list-style-type: none"> <li>• Students could be grouped intentionally or randomly, depending on your class and its needs. It is important to group ELLs with at least one other student who speaks their language to support them in participating in group conversations.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to work with their triads to determine the synonyms and antonyms for <i>haste/hastily</i> (31) and <i>dismal</i> (23). Remind them to read around the word to determine another word that would make sense in that context, a synonym. Then they can determine the opposite of it, an antonym.</li><li>• Give triads 5 minutes to determine the synonyms and antonyms for the words on the anchor chart.</li><li>• Use equity sticks to cold call one or two students for each word. Listen for responses like:<ul style="list-style-type: none"><li>– <i>haste/hastily</i>:<ul style="list-style-type: none"><li>• synonym: “quick/quickly”</li><li>• antonym: “slow/ slowly”</li></ul></li><li>– <i>dismal</i>:<ul style="list-style-type: none"><li>• synonym: “gloomy”</li><li>• antonym: “cheerful”</li></ul></li></ul></li><li>• Encourage students to fill in the synonyms and antonyms for these words in their Reader’s Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle.”</li><li>• Post the <b>Vocabulary Strategies anchor chart</b>. Next to the first bullet, “Read on in the text and infer,” add this in parentheses: “(use synonyms or antonyms to check what you infer).” Refer to the <b>Vocabulary Strategies anchor chart (for teacher reference)</b> in the supporting materials.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to find a partner who is not in their reading triad. Ask them to discuss how they did or did not meet today's learning targets:<ul style="list-style-type: none"><li>– “I can read Chapter 1 of <i>The Hope Chest</i> for gist.”</li><li>– “I can explain the meaning of simple similes in context.”</li><li>– “I can name synonyms and antonyms for vocabulary words.”</li></ul></li><li>• Preview homework. Distribute 5 to 10 small <b>sticky notes</b> to each student. Tell students that as they reread Chapter 3 for homework, they need to look for unfamiliar words that may have synonyms and antonyms. Tell them to put a sticky note on the page where the word is and write the synonym and antonym for that word.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 3 (pages 31–41), then record summary notes in the left box at the bottom of the Reader's Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle.” As you reread the chapter, look for unfamiliar words whose meaning you may be able to infer by using synonyms and antonyms. Use sticky notes to mark the page where the word is and write the synonym and antonym for that word.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 2: Lesson 4

## Supporting Materials



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Reader's Guide for Chapter 2: "The Dying Mrs. Renwick"  
(Answers, for Teacher Reference)

**Historical Background Information**

- **Cars in the 1900s** had to be started by cranks. (An example of a crank today could be a manual pencil sharpener, which requires a person to turn the handle for the inner mechanisms to turn, making the sharpener work.) Before cars had batteries, they had cranks. Without an electric starter, the only ways to turn over an engine to get it started were to push it or roll it off a hill, then engage the clutch; or crank it. The crank, inserted into the end of the crankshaft, allowed a person to turn the engine over manually.
- **Tuberculosis:** a disease caused by bacteria that attack the lungs. It is highly contagious and can be deadly if not treated properly. Today, people are protected from this disease by a vaccination.
- **Beliefs about Women in the 1900s:** In the early 1900s in America, many people believed women should stay at home, take care of their husbands, and raise children. Girls were expected to help their mothers and learn how to keep a nice home so that eventually they would make a good wife. Women were expected to listen to their husbands and fathers, agree with what they said, and not to have their own opinions about politics or money. Women were not expected to be educated.



Reader's Guide for *The Hope Chest*, Chapter 2: "The Dying Mrs. Renwick"  
(Answers, for Teacher Reference)

Glossary	
accomplished (22): succeeded in doing something	devote (23): dedicate; commit
ambitious (29): having or showing a strong desire to succeed synonym: eager antonym: lazy	indifferently (19): not caring synonym: uninterested antonym: enthusiastic; interested
convinced (22): persuaded	involuntary (24): not on purpose; automatic
defiantly (25): refusing to obey	oppressive (21): extremely unpleasant; depressing
dejected (27): having or experiencing low spirits synonym: sad; depressed antonym: cheerful	presumably (20): judging by what may reasonably be guessed or assumed
despite (29): regardless of	



Reader's Guide for *The Hope Chest*, Chapter 2: "The Dying Mrs. Renwick"  
(Answers, for Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet	Violet decided to run away from home to find her sister because her parents wouldn't let her contact Chloe. She headed to New York City on a train by herself and met a bossy and opinionated woman who talked to her about how proper girls should behave.
<b>In:</b> a train bound for New York	
<b>Wanted:</b> to find her sister	
<b>But:</b> Her parents wouldn't let her contact Chloe.	
<b>So:</b> Violet ran away on a train for New York City.	
<b>Then:</b> She met a lady on the train who was very bossy and opinionated about how proper girls should behave.	



Violet's Character Anchor Chart  
(For Teacher Reference)

Character	Actions that affect others	What does this say about this character?
Violet	<u>Chapter 1:</u> 1. She stood up to her parents (pages 1–4). 2. She made quilt squares for French orphans (pages 9 and 10). <b>3. She ran away from home (pages 18 and 19).</b>	<u>Chapter 1:</u> 1. She is a strong-willed girl. 2. She is compassionate and wants to help others. <b>3. She is unhappy enough to leave home and not care that her parents might worry.</b>



Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Historical Background Information

- **Red Army advance on Warsaw:** The Soviet Russia army attacked Poland. The Soviets were bigger and stronger than Poland, but Poland won. In the following months, several more Polish victories saved Poland's independence and led to a peace treaty with the Russians.
- **Volstead Act:** a law created to enforce the 18<sup>th</sup> amendment, which made drinking, selling, or possessing liquor a crime.

### Glossary

colored (36): having dark skin pigmentation; of a race other than white

conscious (31): aware

foreign (39): from a different country

hasty/hastily (31/34):

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_

source (40): reason; cause

unhitched (39): not connected

vigorously (36): strongly; powerfully

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_



Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



Synonym and Antonym Anchor Chart  
For Teacher Reference

**Definitions**

**synonyms:** words that have the same or similar meaning

**antonyms:** words that have the opposite meaning

Word	Page	Synonym	Antonym
vigorously	36	strong	weak
hasty/hastily	31	<i>quick/quickly</i>	<i>slow/slowly</i>
dismal	23	<i>gloomy</i>	<i>cheerful</i>



Vocabulary Strategies Anchor Chart  
(For Teacher Reference)

**This chart includes the addition from this lesson in bold font.**

- Read on in the text and infer (**use synonyms or antonyms to check what you infer**).
- Look in the glossary.
- Look for a text feature that defines the word.
- Look in a dictionary.
- Think about parts of the word that you know (like word roots).
- Discuss a word with another (after attempting some of the above strategies).





EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 2: Lesson 5**

## **Summarizing Literature and Analyzing Characters:**

### *The Hope Chest, Chapter 3*



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1a, b)  
I can summarize a story, drama, or poem. (RL.4.2)  
I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

**Supporting Learning Targets**

- I can use evidence from *The Hope Chest* when I discuss the text.
- I can follow the Norms for Triad Talk when I participate in a conversation with my reading partners.
- I can summarize Chapter 3 of *The Hope Chest* using specific details from the text.
- I can describe actions Myrtle takes in Chapter 3 and what this says about the type of person she is.

**Ongoing Assessment**

- Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle" (from homework)
- Text-dependent questions for Chapter 3



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing Learning Targets and Checking in on Norms for Triad Talk (5 minutes)</li><li>Sharing Homework and Engaging the Reader (10 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Summarizing <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (10 minutes)</li><li>Using Evidence to Answer Text-Dependent Questions for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (15 minutes)</li><li>Character Analysis: Myrtle (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read Chapters 4 and 5 (pages 42–61), then record summary notes in the left box at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 4: “Henry Street” and the Reader’s Guide for <i>The Hope Chest</i>, Chapter 5: “Hobie and the Brakeman.”</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students review the Norms for Triad Talk and set goals for improvement. At the end of the lesson, they will reflect on their goals and set new goals for future collaboration with their triads.</li><li>Students also continue to analyze characters in the novel. In today’s lesson, they will analyze Myrtle and the connection she and Violet have, as well as how she helps Violet in New York City.</li><li>Note that the term colored is introduced in reference to Myrtle. Be prepared to address the historical use of this term to describe African Americans. This is addressed in more detail in future lessons.</li><li>In advance: Review the Norms for Triad Talk anchor chart and ensure that it is visible to all students as they work together throughout the novel; review the Think-Pair-Share protocol (Appendix ).</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
norms, synonyms, antonyms, simile; colored (23), loathed (38)	<ul style="list-style-type: none"><li>• Norms for Triad Talk anchor chart (from Lesson 2)</li><li>• Sticky notes (18 per triad)</li><li>• Synonyms and Antonyms anchor chart (from Lesson 4)</li><li>• Equity sticks</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 3: "Meeting Myrtle" (from Lesson 4; one to display)</li><li>• Document camera</li><li>• Green colored pencils</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 3: "Meeting Myrtle" (answers, for teacher reference)</li><li>• <i>The Hope Chest</i> (book; one per student)</li><li>• Evidence flags (small stack per triad)</li><li>• Text-Dependent Questions for Chapter 3: "Meeting Myrtle" (for teacher reference; one to display)</li><li>• Index cards (one per student)</li><li>• Myrtle's Character anchor chart (new; co-created with students during Work Time C)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 4: "Henry Street" (one per student)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 5: "Hobie and the Brakeman" (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets and Checking in on Norms for Triad Talk (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Read each of the learning targets aloud to students, then ask them to reread the targets silently. Have them give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify as needed.</li><li>• Review the <b>Norms for Triad Talk anchor chart</b> (from Lesson 2). In triads, ask each student to identify one example of how he or she is being successful with the norms, as well as one thing to focus on to improve as a group member. Explain that it is important to continually reflect on the norms to see in what areas they are being most successful and to set goals for improvement.</li></ul>	
<p><b>B. Sharing Homework and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students what they were expected to do for homework:<ul style="list-style-type: none"><li>* “Read Chapter 3 (pages 31–41), then record summary notes in the left box at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle.” As you reread Chapter 3, look for unfamiliar words that may have synonyms and antonyms. Use the sticky notes to mark the page where the word is and write the synonym and antonym for that word.”</li></ul></li><li>• Distribute a stack of 18 <b>sticky notes</b> to each triad and invite them to share the words from their reading that had synonyms and antonyms. Together, triads need to choose six words to share with the class. Tell them to write each word and its synonym and antonym on a separate sticky note (one word per sticky note).</li><li>• Post the <b>Synonyms and Antonyms anchor chart</b> from Lesson 4. Ask each triad to put their sticky notes on the anchor chart in the correct columns. Group all synonyms and antonyms for the same word together and make sure to stack the words that are the same so students can see that there can be more than one synonym and/or antonym for a word.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Summarizing <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to share their Chapter 3 summary notes with their reading triad and write a summary statement together based on their notes (each student should record a summary statement in his or her own Reader's Guide).</li><li>• Give the triads 5 minutes to collaborate on a summary statement. Circulate and assist students as needed. Prompt them to use specific details from the text in their summaries.</li><li>• Use <b>equity sticks</b> to cold call two or three triads to share their summary statements. Listen for summaries similar to: “Violet arrived in New York City and went looking for her sister at the Henry Settlement House. She had no idea where to go and had very little money. Soon she met a colored girl named Myrtle, who helped her find food. Together they started walking toward the Settlement House.”</li><li>• Display the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle”</b> by using a <b>document camera</b> or re-creating it on chart paper. After several triads have shared, invite students to help you craft a class summary. Refer to the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (answers, for teacher reference)</b> to see suggested responses.</li><li>• Tell students they may revise their notes and summaries based on the class's discussion and offer them <b>green pencils</b> to make the revisions. Remind them that by using colored pencils, they will be able to see what they were able to do independently and what they needed some additional support to do.</li></ul>	<ul style="list-style-type: none"><li>• Consider inviting a small, guided group of students who may struggle with reading this text independently to read this chapter with you. This is not something you would do consistently, because it's important for students to grapple with complex text on their own or with a heterogeneous triad before you intervene for clarity. However, since the deeper learning in the lesson depends on the students having read this chapter, it would be appropriate to either read aloud to them or have them listen to it at a listening station.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Using Evidence to Answer Text-Dependent Questions for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their novel, <i>The Hope Chest</i> as well as a small pile of <b>evidence flags</b> for their triad.</li> <li>• Students should follow along as you read from the middle of page 38 to the middle of page 39. Begin with “I was sent here to attend the Girls’ Training Institute” and end with “‘Would you?’ asked Myrtle.”</li> <li>• Invite students to think about what this excerpt is mostly about, then discuss it briefly with their triad.</li> <li>• Then, using your document camera or placing the questions on the board, show Question 1 from the <b>Text-Dependent Questions for Chapter 3: “Meeting Myrtle.”</b></li> <li>• Give students 5 minutes to reread pages 38–39 on their own, with Question 1 in mind. Remind them that rereading is an important strategy to help them make sense of difficult text.</li> <li>• Ask students to use the Triad Talk anchor chart to remind themselves about how to talk to each other while developing the answer to the question in their triad. Each person should mark the evidence in the book that supports the group’s answer by placing an evidence flag on the specific supporting text.</li> <li>• Ask a few groups to report out their answer and their evidence. If necessary, model by adding additional evidence to clarify and further support what students are saying.</li> <li>• Ask students to read the next two paragraphs on page 39 quietly and independently.</li> <li>• While they are reading, display Question 2 with a document camera or on the board. If students finish reading before the allotted 3 to 5 minutes, they should quietly think about their answer to the posted question and begin to find evidence and mark it with their evidence flags.</li> <li>• In triads, students should read aloud the text-dependent question and clarify any terms. They should think on their own, then talk together to answer the question, marking their evidence with evidence flags.</li> <li>• Distribute an <b>index card</b> to each student. Tell them they will have 5 minutes to work independently to write an answer to the second text-dependent question based on the discussion with their triad. Remind them to use specific details from the text to support their answer.</li> <li>• Praise groups using Triad Talk well. Tell students that they will be working in these groups each day and remind them that discussing their thinking with others can help them understand difficult text.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide ELLs with bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension. ELLs should be familiar with how to use glossaries or dictionaries. These are an accommodation provided to them on NY State assessments.</li> <li>• Consider partnering an ELL with a student who speaks the same home language when discussion of figurative and complex language connections is required. This can let students have more meaningful discussions and clarify points in their home language.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Character Analysis: Myrtle (15 minutes)</b></p> <ul style="list-style-type: none"><li>Remind students that the <i>story elements</i> of a literary text are:<ul style="list-style-type: none"><li><i>Characters</i>: people involved in the story</li><li><i>Setting</i>: where and when the story takes place</li><li><i>Events</i>: the things that happen to and about the characters</li></ul></li><li>Ask students to use the Think-Pair-Share protocol to identify the story elements in Chapter 3 of <i>The Hope Chest</i>.<ol style="list-style-type: none"><li>Think to yourself about what the story elements are for Chapter 3.</li><li>Pair up with your reading triad to discuss what you thought about.</li><li>Share your thinking with another triad.</li></ol></li><li>Circulate and listen for comments that identify these story elements:<ul style="list-style-type: none"><li>Characters: Violet and Myrtle</li><li>Setting: New York City in 1920s</li><li>Events: Violet arrives in New York and meets a girl named Myrtle, who helps her find something to eat and the Henry Street Settlement House where Chloe is supposed to be.</li></ul></li><li>Remind students that they have begun to identify actions of various key characters that affect other people in the story. In Chapter 1, they identified some things that Violet did when she first discovered Chloe's letters. Also remind them that it's important to keep track of these characters and look for ways they change throughout the story, as well as how they interact with each other.</li><li>Display the <b>Myrtle's Character anchor chart</b>. Ask the students to think about Myrtle and any actions she has taken that have affected others.</li><li>Ask them to reread the following excerpt with their triads and identify Myrtle's actions and their effects: page 36, starting with "A hand grabbed her arm" and ending on page 38 with "Myrtle grabbed the square collar of Violet's blouse just as a steam-powered automobile zoomed down the street."</li><li>As they reread, ask triads to think about and then discuss:<ul style="list-style-type: none"><li>* "What did Myrtle do?"</li><li>* "How did it affect others?"</li><li>* "What does this say about her?"</li></ul></li></ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give the triads 5 to 10 minutes to work. Circulate and offer support as needed.</li><li>• Use equity sticks to cold call two or three students to share an action Myrtle took and how it affected others. Listen for responses similar to: “She kept Violet from getting run over and cleaned her up after her fall” (page 37). Use their responses to help fill in the first column of the Myrtle’s Character anchor chart.</li><li>• Cold call two or three additional students to share what they think this says about the type of person Myrtle is. Listen for responses similar to: “She’s a caring and compassionate person.” Use their responses to help fill in the second column of the Myrtle’s Character anchor chart.</li><li>• Remind students that readers often have to infer why characters do and say things based how other characters react to them. Also explain that characters often change as stories move forward. Tell students that they will be keeping track of the actions both Violet and Myrtle take throughout the novel, as well as how they change.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite the students to find a partner who is not in their reading triad and discuss how they did or did not meet their goal for today's learning target:<ul style="list-style-type: none"><li>* "I can follow the Norms for Triad Talk when I participate in a conversation with my reading partners.</li></ul></li><li>• Ask them to set another goal for collaborating with their reading triad and share it with their debrief partner.</li><li>• Explain that students will read Chapters 4 and 5 for homework and take summary notes for both chapters, just as they have done for Chapters 1–3.</li><li>• Encourage them to read the Historical Background Information for both chapters carefully before reading, as well as the Glossary and Figurative and Complex Language sections of the Reader's Guide.</li><li>• Preview homework. Explain that Chapter 5 has a number of unfamiliar terms used by people who secretly rode trains without paying (called hobos) in the mid-1900s. The definitions for these terms are included in the Reader's Guide for Chapter 5. Tell students that the important thing to know about Chapter 5 is the gist of what's happening in the story and how Violet and Myrtle are a part of the events, not fully understanding how hobos rode trains without paying.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapters 4 and 5 (pages 42–61), then record summary notes in the left box at the bottom of the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 4: "Henry Street"</b> and the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 5: "Hobie and the Brakeman."</b> Reread as you take your notes.</li></ul>	



EXPEDITIONARY  
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# Grade 4: Module 4: Unit 2: Lesson 5

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"  
(To display with students)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Historical Background Information

- **Red Army advance on Warsaw:** The Soviet Russia army attacked Poland. The Soviets were bigger and stronger than Poland, but Poland won. In the following months, several more Polish victories saved Poland's independence and led to a peace treaty with the Russians.
- **Volstead Act:** a law created to enforce the 18<sup>th</sup> amendment, which made drinking, selling, or possessing liquor a crime.

### Glossary

colored (36): having dark skin pigmentation; of a race other than white

conscious (31): aware

foreign (39): from a different country

hasty/hastily (31/34):

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_

source (40): reason; cause

unhitched (39): not connected

vigorously (36): strongly; powerfully

synonym: \_\_\_\_\_

antonym: \_\_\_\_\_



Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"  
(To display with students)

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"  
(Answers, for Teacher Reference)

**Historical Background Information**

- **Red Army advance on Warsaw:** The Soviet Russia army attacked Poland. The Soviets were bigger and stronger than Poland, but Poland won. In the following months, several more Polish victories saved Poland's independence and led to a peace treaty with the Russians.
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**Glossary**

colored (36): having dark skin pigmentation; of a race other than white

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foreign (39): from a different country

hasty/hastily (31/34): quick/quickly

source (40): reason; cause

unhitched (39): not connected

vigorously (36): strongly; powerfully



Reader's Guide for *The Hope Chest*, Chapter 3: "Meeting Myrtle"  
(Answers, for Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet	Violet arrived in New York City, intending to look for her sister at the Henry Settlement House. She had no idea where to go and had very little money. Soon she met a colored girl named Myrtle, who helped her find food. Together they started walking toward the Settlement House.
<b>In:</b> New York City	
<b>Wanted:</b> to find her sister at the Henry Street Settlement House	
<b>But:</b> She didn't know where it was and was lost in the big city with no money.	
<b>So:</b> She met a colored girl named Myrtle when she fell into a ditch.	
<b>Then:</b> Together they ate a hotdog and started walking toward the Settlement House.	



**Text-Dependent Questions for Chapter 3: “Meeting Myrtle”**

(To display with students)

1. What does the word *loathed* mean in this excerpt from page 38?

“Myrtle said the last three words in a high, nasal singsong that communicated quite clearly that she loathed the place.”

2. Why does Violet think that Myrtle’s situation is a lot like her own? Use evidence from the text to support your answer.



Text-Dependent Questions for Chapter 3: “Meeting Myrtle”  
(Answers, for Teacher Reference)

3. What does the word *loathed* mean in this excerpt from page 38?

“Myrtle said the last three words in a high, nasal singsong that communicated quite clearly that she loathed the place.”

*Myrtle hates the Girls’ Training Institute because it trains girls to be other people’s maids. She doesn’t want to be anyone’s maid.*

4. Why does Violet think that Myrtle’s situation is a lot like her own? Use evidence from the text to support your answer.

*Violet thinks their situations are alike because people want Myrtle to be a maid when she doesn’t want to, and Violet’s parents will want her to marry someone even if she doesn’t want to, just like Chloe. Because they are girls, they have to do what the adults in their lives tell them to do.*



**Myrtle's Character Anchor Chart**  
(For Teacher Reference)

Bolded type indicates additions made in this lesson.

Character	Actions that affect others	What does this say about this character?
Myrtle	<b>1. She kept Violet from getting run over and helped clean her up after her fall (page 36).</b>	<b>1. Caring; compassionate; a good person</b>



Reader's Guide for *The Hope Chest*, Chapter 4: "Henry Street"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Historical Background Information**

- **Settlement house:** housed young American college graduates who moved into inner-city neighborhoods for the purpose of discovering the needs of and providing services to local residents.

**Glossary**

**Figurative and Complex Language: Idioms and Adages**

cranky (49): in a bad mood  
synonym: touchy  
antonym: pleasant

"wouldn't have been caught dead in" (43): This idiom is an exaggeration expressing a person's strong distaste for something.

discourteous (44): displaying bad manners  
synonym: rude  
antonym: polite

"to know my place" (49): to go along with another person's idea of one's inferiority

hesitated (42): paused in uncertainty

reassure (45): to make less worried

shrugged (42): raised the shoulders in a gesture showing that you don't know or don't care

testily (48): with irritation or annoyance

unconcernedly (48): not concerned or worried



Reader's Guide for *The Hope Chest*, Chapter 4: "Henry Street"

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



Reader's Guide for *The Hope Chest*, Chapter 5: "Hobie and the Brakeman"

.....  
Name: .....

.....  
Date: .....

**Historical Background Information**

- **Hobo Jungles:** camps where homeless travelers in the early 1900s stayed
- **"Riding the rails":** taking trains without paying
- **Angelinas:** the hobo term for a "young girl"
- **Steam locomotive:** a train that produces its power through a steam engine. Burning coal, wood, or oil produced steam in a boiler, which made the engine work. Men often had to shovel either wood or coal into the boiler to keep the fire burning, which was a dirty and backbreaking job.



Reader's Guide for *The Hope Chest*, Chapter 5: "Hobie and the Brakeman"

Glossary	Figurative and Complex Language: Idioms and Adages
callused (51): characterized by hardened skin	"riding the blinds" (51): to be on the blind spot between the engine and the baggage car
cinders (53): burned coal fragments	"hopping the freights" (51): to ride freight trains
defiantly (57): in a manner resisting authority	"riding the rods" (51): riding on the rods underneath the cars
elaborate (60): to explain further	"bulls" (57): train police officers who look for hobos
endurance (54): patience, tolerance	"yeggs" (55): other hobos in a hobo jungle
jolted (53): shaken, bumped, or knocked about	
menacingly (57): in a manner meant to threaten	
unperturbed (53): unconcerned, or not worried	



Reader's Guide for *The Hope Chest*, Chapter 5: "Hobie and the Brakeman"

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 2: Lesson 6**

## **Clustering Vocabulary to Build Meaning from a Text**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can explain what a text says using specific details from the text. (RL.4.1)

I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)

**Supporting Learning Targets**

- I can explain the events of Chapters 4 and 5 in *The Hope Chest* using details from the text.
- I can sort vocabulary words into categories.
- I can explain plot events and character details using my understanding of word categories.

**Ongoing Assessment**

- Reader's Guides for Chapters 4 and 5 (from homework)
- Word categories exercises

**Agenda**

1. Opening
  - A. Sharing Homework and Engaging the Reader (10 minutes)
  - B. Reviewing Learning Targets (5 minutes)
2. Work Time
  - A. Guided Practice: Learning about Word Categories with Violet (20 minutes)
  - B. Independent Practice: Using Word Categories Related to Myrtle (15 minutes)
3. Closing and Assessment
  - A. Exit Ticket: Using Word Categories to Infer about Violet and Myrtle (10 minutes)
4. Homework
  - A. Read Chapter 6 and complete the summary notes for the Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee."

**Teaching Notes**

- In this lesson, students examine a set of words in a category and determine what they have to do with one another. Definitions are provided in the glossary. Then they apply the understanding of the category back to the passage from which the words were drawn in order to deepen their understanding of a character or situation.
- In Work Time A, you introduce the concept of semantic mapping, which is a way of building concepts by clustering similar words and ideas together. We have called it "word categories" to make the term student-friendly. Once students have the structure for understanding "words about Violet's uncertainty," they will have the schema for understanding the two new words (*trepidation* and *tentatively*) and gain their bearing on the passage.
- The strategy requires a certain level of abstraction that may not come easily to all students. This introduction to it is heavily scaffolded—words are pre-identified, and leading questions stimulate observations about the word categories—with the idea that students will internalize this skill with repeated exposure and practice.
- In advance: Read over the word category exercises (see supporting materials).
- Post: Learning targets.



Lesson Vocabulary	Materials
sort, categories, uncertain; hesitated (42), followed (42), questioningly (42), trepidation (42), tentatively (43), hesitantly (43) shrugged (42), unconcernedly (48), testily (48), cranky (49)	<ul style="list-style-type: none"><li>• Equity sticks</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 4: "Henry Street" (answers, for teacher reference)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 5: "Hobie and the Brakeman" (from Lesson 5; one to display)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 5: "Hobie and the Brakeman" (answers, for teacher reference)</li><li>• Document camera</li><li>• Green pencils</li><li>• Lined paper (one per student)</li><li>• <i>The Hope Chest</i> (book; one per student)</li><li>• Word Categories for Violet and Myrtle (one per student)</li><li>• Violet's Character anchor chart (begun in Lesson 3)</li><li>• Myrtle's Character anchor chart (begun in Lesson 5)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 6: "It All Comes Down to Tennessee" (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Sharing Homework and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students what they were expected to do for homework:             <ul style="list-style-type: none"> <li>* “Read Chapters 4 and 5 (pages 42–61), then record summary notes in the left box at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 4: “Henry Street” and the Reader’s Guide for <i>The Hope Chest</i>, Chapter 5: “Hobie and the Brakeman.”</li> </ul> </li> <li>Ask students to share their summary notes for Chapters 4 and 5 with their reading triad and write a summary statement together for each chapter based on their notes (each student should record a summary statement in his or her own Reader’s Guide for each chapter).</li> <li>Give triads 5 minutes to collaborate on summary statements based on their notes for Chapters 4 and 5. Circulate and assist students as needed. Prompt them to use specific details from the text in their summaries.</li> <li>Use <b>sticks</b> to cold call two or three triads to share their summary statements for Chapter 4 <u>only</u>. Listen for summaries similar to: “Violet is in New York City with her new friend Myrtle. They go to the Henry Street Settlement House to find Chloe, but she isn’t there. A man named Theo Martin tells them that she has gone to Washington, D.C., to be a part of the women’s suffrage movement. He starts to ask too many questions, so they leave for the train station.” Refer to the <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 4: “Henry Street” (answers, for teacher reference)</b> for possible responses.</li> <li>Display the <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 5: “Hobie and the Brakeman”</b> by using a <b>document camera</b> or re-creating it on chart paper. Invite students to help you craft a class summary for this chapter. Refer to <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 5: “Hobie and the Brakeman” (answers, for teacher reference)</b> for suggested responses.</li> <li>Tell students that they may revise their notes and summaries based on the class’s discussion and offer them <b>green pencils</b> to make the revisions. Remind them that by using colored pencils, they will be able to see what they were able to do independently and what they needed some additional support to do.</li> </ul>	<ul style="list-style-type: none"> <li>Using a different colored pencil for revisions is a visual assessment for learning strategy that helps both teachers and students see the original thinking and how it has changed or not changed, based on collaboration with a peer or a class discussion.</li> <li>For students needing additional support producing language, consider offering a sentence/paragraph frame or sentence/paragraph starter to provide the structure required.</li> <li>Examining a model and revising their work allows students to check for understanding as they grapple with complex text and the accompanying reading task.</li> </ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>Review the first learning target with students:<ul style="list-style-type: none"><li>"I can explain the events of Chapters 4 and 5 in <i>The Hope Chest</i> using details from the text." Remind them that they have been doing this every time they summarize chapters and answer questions about the text. Tell them that for this lesson, they will do it for both Chapters 4 and 5.</li></ul></li><li>Distribute lined paper to the students and ask them to record the second two learning targets. Instruct them to underline the words <i>sort</i> and <i>categories</i>.</li><li>Ask:<ul style="list-style-type: none"><li>"What does it mean to <i>sort</i>?" Listen for: "to identify things according to their qualities."</li><li>"What is a <i>category</i>?" Listen for: "a group of things that share similar qualities."</li></ul></li><li>Provide students with a few simple examples of sorting words by category:<ul style="list-style-type: none"><li>Category: "words about the beach"<ul style="list-style-type: none"><li>Words sorted into this category: "sand, ocean, waves, swim, shells"</li></ul></li><li>Category: "words about friendship"<ul style="list-style-type: none"><li>Words sorted into this category: "talk, laugh, trust, fun, share, together"</li></ul></li></ul></li><li>Point to the third learning target:<ul style="list-style-type: none"><li>"I can explain plot events and character details using my understanding of word categories."</li></ul></li><li>Explain to students that understanding groups of similar words can help them grasp unfamiliar words and what is taking place in a certain part of a story.</li><li>Ask students to hold on to their paper to be used as an exit ticket at the end of the lesson.</li></ul>	<ul style="list-style-type: none"><li>Unpacking unfamiliar vocabulary terms in the learning targets helps ensure a deeper understanding of what students will be learning.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Guided Practice: Learning about Word Categories with Violet (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to locate their text, <i>The Hope Chest</i>. Distribute <b>Word Categories for Violet and Myrtle</b>. Explain that you will guide the students through Part 1, and they will complete Part 2 with their reading triads once they understand word categories.</li> <li>Explain that in Part 1, they will try each step, and then you will discuss it as a class. Tell them that for Step 1, you are going to reread the opening paragraphs of Chapter 4 to them as they follow along in their books. Explain that, as you read, you would like students to listen for words that sound as if Violet is <i>uncertain</i> about what she's doing.</li> <li>Remind students that <i>un-</i> is a prefix that means "not." Guide them to figure out that this prefix plus the root word <i>certain</i> means "not sure."</li> <li>Read the first several paragraphs, up to and including the sentence "'Excuse me ..., ' she began" (page 43). Read the section in a way that brings out the tone of self-doubt suggested by Violet's words and actions.</li> <li>Ask students to share the words they identified that created the feeling of uncertainty. These may include: <i>hesitated, followed, questioningly, hesitantly</i>.</li> <li>Ask triads to discuss the question in Step 2 and record their thinking on their papers. Give them 5 minutes to complete this step.</li> <li>Ask students to explain why these words create the feeling that Violet is uncertain. You may need to ask direct questions, such as: <ul style="list-style-type: none"> <li>* "Why would a person hesitate when one feels uncertain?"</li> <li>* "Why might a person follow another when feeling uncertain?"</li> </ul> </li> <li>Confirm for students that <i>hesitating, following, looking questioningly, and acting hesitantly</i> are words they can categorize, or group together, because they all show that Violet feels uncertain about what she's doing.</li> <li>It may be helpful to describe a few personal examples or have students recount some experiences in which hesitating indicated a lack of certainty about something.</li> <li>For Step 3, write on the board two new terms that are related to this category: <i>trepidation</i> and <i>tentatively</i>.</li> <li>Explain that these words are similar to the ones in this category, in that they describe how Violet is cautious and slightly fearful because she is uncertain.</li> </ul>	<ul style="list-style-type: none"> <li>Word categories, also known as semantic mapping, is a strategy that will help students build vocabulary and understand related content simultaneously.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Tell students to complete Step 3 with their triads. Encourage them to build out the meaning based on what they know of the word category. Give them 5 more minutes to complete this step.</li> <li>• Afterward, read the sentences in which the two new words appear:             <ul style="list-style-type: none"> <li>* "Violet followed her with some trepidation."</li> <li>* "Violet went over to one of the doors and tentatively pushed it open."</li> </ul> </li> <li>• Ask students to share their responses to the questions.</li> <li>• For the first question in this step, confirm the meaning of the sentences:             <ul style="list-style-type: none"> <li>* "The first sentence means that Violet followed Myrtle in a fearful and cautious way, and the second sentence means that Violet opened the door in a slow, cautious, and slightly fearful manner."</li> </ul> </li> <li>• For the second question in this step, listen for students to describe Violet's character as: "fearful," "cautious," or "worried."</li> <li>• Explain that thinking about the category of words provides a way of looking at Violet's character and thinking about her actions.</li> <li>• Ask:             <ul style="list-style-type: none"> <li>* "How did knowing the category of the words help you understand these new words and sentences?"</li> </ul> </li> </ul>	
<p><b>B. Independent Practice: Using Word Categories Related to Myrtle (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Next, ask triads to work together on Part 2 of the Word Categories for Violet and Myrtle document. Give students 10 minutes to work. Circulate to support as needed, or pull a small group for additional support.</li> <li>• Use equity sticks to cold call a few students to read the passage related to Myrtle, then to share their thinking on the text excerpt after applying the word categories strategy. Students may observe the following: "Myrtle's character is fearless, impatient, carefree, and adventurous."</li> <li>• Cold call a few triads to share how the use of word categories helped them to understand her character. Listen for students to make connections to words that describe Myrtle in the text: <i>unconcernedly</i>, <i>cranky</i>, <i>testily</i>, and <i>shrugged</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking down multistep directions into numbered elements and posting or distributing them for students lets them return to these guidelines to make sure they are on track.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Using Word Categories to Infer about Violet and Myrtle (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Post this text-dependent question and ask students to write it on the same paper where they wrote their learning targets at the beginning of the lesson: <ul style="list-style-type: none"> <li>* “How is Myrtle helping Violet to become braver and more adventurous?”</li> </ul> </li> <li>Encourage students to apply their understanding of word categories to the question about the characters and to give details from the text to support their answer.</li> <li>Post the <b>Violet’s and Myrtle’s Character anchor charts</b>. Ask students if there are any actions that Violet took in Chapters 4 and 5 that affected other characters. Listen for: <ul style="list-style-type: none"> <li>– Action: “She gave money to the Brakeman to free Myrtle” (page 58).</li> <li>– What this says about her character: “She is generous and protective of her friends.”</li> </ul> </li> <li>Add these suggestions to the Violet’s Character anchor chart.</li> <li>Next, ask students if there are any actions that Myrtle took in Chapters 4 and 5 that affected other characters. Listen for: <ul style="list-style-type: none"> <li>– Action: “She helped Violet find the settlement house” (page 42).</li> <li>– What this says about her character: “She is independent and knows her way around the city.”</li> <li>– Action: “She convinced Violet to hop a train to Washington, D.C., with Hobie” (page 52).</li> <li>– What this says about her character: “She is brave and determined to help her friends.”</li> </ul> </li> <li>Add these suggestions to the Myrtle’s Character anchor chart.</li> <li>Preview homework.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Read Chapter 6 and complete the summary notes for the <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 6: “It All Comes Down to Tennessee.”</b> Reread as you take notes.</li> </ul> <p><i>Note: Use students’ exit tickets for evidence of progress toward this lesson’s learning targets. Also use as a formative assessment of their ability to respond to written prompts. This information will be useful in supporting lessons in the extended response writing in Lesson 8 and again on the mid-unit assessment in Lesson 11.</i></p>	



EXPEDITIONARY  
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# Grade 4: Module 4: Unit 2: Lesson 6

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 4: "Henry Street"  
(Answers, for Teacher Reference)

Historical Background Information	
<ul style="list-style-type: none"><li>• <b>Settlement house:</b> a place where newcomers to a big city—such as New York, Chicago, Boston, or Philadelphia—could rent a room and purchase meals inexpensively and receive support from helpful people to find relatives, look for jobs, learn the language, or find more permanent housing. Many people from different countries coming to live in the United States roomed at the settlement houses when they first arrived. The term “settlement house” comes from the fact that the residents need to get “settled” into their new city.</li></ul>	
Glossary	Figurative and Complex Language: Idioms and Adages
cranky (49): in a bad mood; touchy	“wouldn’t have been caught dead in”(43): This idiom is an exaggeration expressing a person’s strong distaste for something.
discourteous (44): displaying bad manners; rude	“to know my place”(49): to go along with another person’s idea of one’s inferiority
hesitated (42): paused in uncertainty	
reassure (45): to make less worried	
shrugged (42): raised the shoulders in a gesture showing that you don’t know or don’t care	
testily (48): with irritation or annoyance	
unconcernedly (48): not concerned or worried	



Reader's Guide for *The Hope Chest*, Chapter 4: "Henry Street"  
(Answers, for Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet and Myrtle	<p>Violet is in New York City with her new friend Myrtle. They go to the Henry Street Settlement House to find Chloe, but she isn't there. A man named Theo Martin tells them that she has gone to Washington, D.C., to be a part of the women's suffrage movement. Then Mr. Martin starts to ask too many questions. Violet and Myrtle worry he will report them to the police, so they leave for the train station.</p>
<b>In:</b> New York City	
<b>Wanted:</b> to find Violet's sister, Chloe, who was last known to have lived at the Henry Street Settlement House	
<b>But:</b> They find out from a man named Theo Martin that Chloe has gone to Washington, D.C., to be a part of the women's suffrage movement..	
<b>So:</b> Mr. Martin starts to ask questions about who they are with and where they are supposed to be.	
<b>Then:</b> Violet and Myrtle worry that Mr. Martin will report them as runaways, so they leave Henry House for the train station.	

Reader's Guide for *The Hope Chest*, Chapter 5: "Hobie and the Brakeman"  
(Answers, for Teacher Reference)

Historical Background Information	
<ul style="list-style-type: none"> <li>• <b>Hobo Jungles:</b> camps where homeless travelers in the early 1900s stayed</li> <li>• <b>"Riding the rails":</b> taking trains without paying</li> <li>• <b>Angelinas:</b> the hobo term for a "young girl"</li> <li>• <b>Steam locomotive:</b> a train that produces its power through a steam engine. Burning coal, wood, or oil produced steam in a boiler, which made the engine work. Men often had to shovel either wood or coal into the boiler to keep the fire burning, which was a dirty and backbreaking job.</li> </ul>	
Glossary	Figurative and Complex Language: Idioms and Adages
callused (51): characterized by hardened skin	"riding the blinds" (51): to be on the blind spot between the engine and the baggage car
cinders (53): burned coal fragments	"hopping the freights" (51): to ride freight trains
defiantly (57): in a manner resisting authority	"riding the rods" (51): riding on the rods underneath the cars
elaborate (60): to explain further	"bulls" (57): train police officers who look for hobos
endurance (54): patience, tolerance	"yeggs" (55): other hobos in a hobo jungle
jolted (53): shaken, bumped, or knocked about	
menacingly (57): in a manner meant to threaten	
elaborate (60): to explain further	



Reader's Guide for *The Hope Chest*, Chapter 5: "Hobie and the Brakeman"  
(Answers, for Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet and Myrtle	Violet and Myrtle go to the train station in New York City because they want to go to Washington, D.C., to find Violet's sister. They don't have enough money for a train ticket, and they end up "riding the rails" with Hobie the hobo. Then a brakeman threatens to throw Myrtle off the train unless they pay him. Violet gives him money, and he leaves.
<b>In:</b> the train station in New York City	
<b>Wanted:</b> to take a train to Washington, where they were told Chloe was	
<b>But:</b> They don't have enough money to buy train tickets.	
<b>So:</b> Hobie, a 12-year-old hobo who knows all about "riding the rails," tells them how to hop on a train and accompanies them.	
<b>Then:</b> A criminal called a brakeman finds them in a freight car and threatens to throw Myrtle out of the speeding train until they pay him.	



Violet's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none"><li>1. She stood up to her parents (pages 1–4).</li><li>2. She made quilt squares for French orphans (pages 9 and 10).</li><li>3. She ran away from home (pages 18 and 19).</li><li>4. <b>She gave money to the brakeman to free Myrtle (page 58).</b></li></ol>	<ol style="list-style-type: none"><li>1. She is a strong-willed girl.</li><li>2. She is compassionate and wants to help others.</li><li>3. She is unhappy enough to leave home and not care that her parents might worry.</li><li>4. <b>She is generous and protective of her friends.</b></li></ol>



Myrtle's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

Character	Actions that affect others	What does this say about this character?
Myrtle	<ol style="list-style-type: none"><li>1. She kept Violet from getting run over and helped clean her up after her fall (page 36).</li><li><b>2. She helped Violet find the settlement house (page 42).</b></li><li><b>3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52).</b></li></ol>	<ol style="list-style-type: none"><li>1. She is a caring and compassionate person.</li><li><b>2. She is independent and knows her way around the city.</b></li><li><b>3. She is brave and determined to help her friends.</b></li></ol>



Word Categories for Violet and Myrtle

Name:

Date:

**Part 1: Word Category for Violet**

**Directions:**

- 1) Read along silently as a passage from Chapter 4 of *The Hope Chest* is read aloud. Listen for words that relate to Violet being uncertain. Record these words below.

Words related to Violet being uncertain:

- 2) Discuss this question with your reading triad and record your answer below.

Why do these words create the feeling that Violet is uncertain?

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Word Categories for Violet and Myrtle

3) Read the following sentences and answer the questions below.

“Violet followed her with some trepidation.”

“Violet went over to one of the doors and tentatively pushed it open.”

What does each of these sentences mean?

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What do we learn about Violet’s character from these sentences and the words used to describe her actions?

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Word Categories for Violet and Myrtle

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Part 2: Word Category for Myrtle**

**Directions:**

- 1) Read the words below that describe Myrtle and her actions in Chapter 4 of *The Hope Chest*

**Words related to Myrtle:**

\* unconcernedly   \* cranky

\* testily   \* shrugged

- 2) Discuss the following questions with your reading triad and record your answers below.

What do these words have in common?

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What title would you give to this category?

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Word Categories for Violet and Myrtle

3) Read this passage from the text and answer the questions below.

“It isn’t a school,” said Myrtle testily. “It’s a training institute. A school would be a place where you learned stuff from books so that you could do something important in the world. My mama sent me to a school when she was alive. She didn’t want me to go to someplace where we study ironing and dusting and knowing our place. Mama didn’t mean for me to know my place” (48, 49).

What do we learn about Myrtle’s character from this passage?

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How did Myrtle’s word category help you to better understand this passage?

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Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Historical Background Information

- **Susan B. Anthony Amendment:** an amendment to the U.S. Constitution that gives women the right to vote. It was named after Susan B. Anthony because she was a leader in the suffrage movement.
- **National Woman's Party:** This was a women's organization founded by Alice Paul and Lucy Burns in 1913. It fought for women's rights during the early 20th century in the United States. A main cause the group fought for was women's right to vote, just like men.
- **Alice Paul:** She was a leader in the women's suffrage movement and started the National Woman's Party.

### Glossary

Antis (72): people who were against the 19th Amendment

bystanders (68): people who are present at an event but do not participate in it; witnesses

campaigning (69): participating in a political competition for elective public office

ratification (71): the act of formally approving an action in government

unsuited (70): not appropriate; not fit

virtuous (74): pure; innocent

virtue (74): right; power



Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 2: Lesson 7**

## **Summarizing Chapters 1–6 of *The Hope Chest* Using a Story Map**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RL.4.1)

I can summarize a story, drama, or poem. (RL.4.2)

Supporting Learning Targets

- I can determine the main idea of each chapter I've read in *The Hope Chest*.
- I can summarize the events of Chapters 1–6 of *The Hope Chest*.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee." (from homework)
- Chapter 6 summary statement
- Story Map and Summary: *The Hope Chest*, Chapters 1–6



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Sharing Homework and Engaging the Reader (10 minutes)</li><li>Reviewing Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Guided Practice: Summarizing Chapters 1–6 Using a Story Map (10 minutes)</li><li>Independent Practice: Summarizing Chapters 1–6 Using a Story Map (20 minutes)</li><li>Writing a Summary Statement (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Share (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read Chapter 7 (pages 76–89), then record summary notes and write a summary at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 7: “Heading to Nashville.”</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students create a Story Map of Chapters 1–6 of <i>The Hope Chest</i> to keep track of how the events of the story are connecting and unfolding. This process also helps students analyze how characters and settings are changing throughout the novel.</li><li>Students are asked to identify the most important details from each of the chapter summaries (1–6) from their Reader’s Guides. They will work with their triads to summarize the first six chapters of the novel in a longer summary statement.</li><li>In advance: Make sure to have the class summary statements from Chapters 1–6 at hand to review during Work Time A; Note that students also write a summary of chapter 7 on their own for homework.</li><li>Review Mix and Mingle (Appendix).</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
story map	<ul style="list-style-type: none"><li>• Equity sticks</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 6: "It All Comes Down to Tennessee" (from Lesson 6; one to display)</li><li>• Document camera</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 6: "It All Comes Down to Tennessee" (answers, for teacher reference)</li><li>• Green pencils (as needed)</li><li>• Story Map and Summary: <i>The Hope Chest</i>, Chapters 1–6 (one per student)</li><li>• Reader's Guide for <i>The Hope Chest</i> Chapters 1–6 (students' copies from Lessons 2-6)</li><li>• Reader's Guide for <i>The Hope Chest</i> Chapter 1: "Stolen Letters" (one for modeling)</li><li>• Story Map and Summary: <i>The Hope Chest</i>, Chapters 1–6 (for teacher reference)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 7: "Heading to Nashville" (one per student)</li></ul>





Opening	Meeting Students' Needs
<p><b>A. Sharing Homework and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"><li>Remind students what they were expected to do for homework:<ul style="list-style-type: none"><li>* “Read Chapter 6 and complete the summary notes for the Reader’s Guide for <i>The Hope Chest</i>, Chapter 6: “It All Comes Down to Tennessee.”</li></ul></li><li>Ask students to share their summary notes with their reading triad and write a summary statement together based on their notes (each student should record a summary statement in his or her own Reader’s Guide).</li><li>Give triads 5 minutes to collaborate on a summary statement based on their notes for Chapter 6. Circulate and assist students as needed. Prompt them to use specific details from the text in their summaries.</li><li>Use equity sticks to cold call two or three triads to share their summary statements. Listen for summaries similar to: “Violet and Myrtle arrived in Washington, D.C. They found Miss Alice Paul’s house, where Chloe used to live before she left for Tennessee. The Women’s Suffragists were in Tennessee preparing for the legislature’s special session to vote on ratification of the SBA Amendment. Since Chloe wasn’t at the house and the girls didn’t have anywhere else to go, Miss Paul invited them to stay with her.”</li><li>Display the Reader’s Guide for <i>The Hope Chest</i>, Chapter 6: “It All Comes Down to Tennessee” by using a document camera or re-creating it on chart paper. After several triads have been able to share, invite students to help you craft a class summary. Refer to the Reader’s Guide for <i>The Hope Chest</i>, Chapter 6: “It All Comes Down to Tennessee” (answers, for teacher reference) for suggested responses.</li><li>Tell students that they may revise their notes and summaries based on the class’s discussion and offer them green pencils to make the revisions. Remind them that by using colored pencils, they will be able to see what they were able to do independently and what they needed some additional support to do.</li></ul>	
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>Invite students to read the learning targets:<ul style="list-style-type: none"><li>– “I can determine the main idea of each chapter I’ve read in <i>The Hope Chest</i>.”</li><li>– “I can summarize the events of Chapters 1–6 of <i>The Hope Chest</i>.”</li></ul></li><li>Explain that readers often stop throughout a text and ask themselves, “What’s happening?” Tell students that today they will review what has happened in <i>The Hope Chest</i> so far.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Guided Practice: Summarizing Chapters 1–6 Using a Story Map (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>Story Map and Summary: <i>The Hope Chest</i>, Chapters 1–6</b> and display it using a document camera. Explain that as readers read longer texts like novels, it's important not only to understand what happens in each chapter, but also to keep track of how the story is unfolding and moving forward. One way of doing this is by using a Story Map to organize the main ideas of each chapter and then use those statements to summarize a larger section of a novel.</li> <li>Ask students to briefly reread the summary statements they have written in their <b>Reader's Guides for Chapters 1–6 (students' copies from Lessons 2–6)</b> and to think about all that has happened in the story so far.</li> <li>Display the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters" (For Modeling with Students)</b>. Remind students of the events of this chapter by reading them the summary for Chapter 1: <ul style="list-style-type: none"> <li>* "Violet lived with her parents in Pennsylvania in 1920. She wanted to see her older sister, Chloe, who had run away from home because she didn't want to marry a man her parents wanted for her. Violet didn't understand why Chloe hadn't tried to contact her. But then she discovered that her parents had hidden letters Chloe had written her, and she became very angry with her parents for lying to her."</li> </ul> </li> <li>Ask triads to discuss: <ul style="list-style-type: none"> <li>* "What is the most important thing to remember about Chapter 1?"</li> </ul> </li> <li>Prompt them by asking questions such as: <ul style="list-style-type: none"> <li>* "Is it that Chloe didn't want to marry a man she didn't love?"</li> <li>* "Is it that Violet found letters from Chloe that her parents had hidden from her?"</li> </ul> </li> <li>Use equity sticks to cold call two or three students to share their thinking. Listen for responses like: "It's important to remember that Chloe ran away and Violet didn't know why" and "It's important that Violet got really angry with her parents for hiding Chloe's letters from her." Underline these details in the summary.</li> <li>Acknowledge that other things happened in the chapter, but that students are correct in their thinking that the fact that Chloe didn't want to marry a man her parents wanted her to isn't an important detail, nor is the fact that Violet went to the river to read Chloe's letters. Those are interesting details that help make the story come alive, but they don't really help it to move forward.</li> </ul>	<ul style="list-style-type: none"> <li>Underlining key details in each summary statement will help students focus on the essential information.</li> <li>To support students who struggle with language, consider providing sentence starters such as: "I think the most important thing to know about in Chapter 1 is ..." or "I think ... is important to know, but not ...."</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to reread the summary statement the class wrote for Chapter 1 and to think about how they could reword it to tell the main idea of the chapter. Use equity sticks to cold call two or three students. As they share what they would cut out, model how to record the main idea statement for Chapter 1 on the Story Map. Refer to the <b>Story Map and Summary: <i>The Hope Chest</i>, Chapters 1–6 (for teacher reference)</b> for a possible main idea statement for each chapter.</li><li>• Draw the students' attention to the arrow that connects Chapter 1 to Chapter 2. Ask them why they think "train heading to New York City" is written on that line. Listen for: "Because the setting changed from her parents' house in Pennsylvania to the train heading for New York City."</li><li>• Ask students what they think they'll need to think about for the remaining arrows. Listen for: "We need to think about how the setting changes from one chapter to another."</li></ul>	
<p><b>B. Independent Practice: Summarizing Chapters 1–6 Using a Story Map (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain that triads will work together to write main idea statements for Chapters 2–6 on the Story Map. Remind them of the steps the class went through as you wrote the summary statement for Chapter 1 on the Story Map:<ol style="list-style-type: none"><li>1. Reread the chapter summary statement to recall the important events from the chapter.</li><li>2. Underline the most important details in the summary statement.</li><li>3. Write the most important details in a main idea statement in that chapter's box.</li></ol></li><li>• Tell them that even though they are working with their triads, each person needs to record main idea statements on his or her own Story Map.</li><li>• Give triads 20 minutes to write main idea statements for Chapters 2–6 on their Story Maps. Circulate and offer support as needed.</li><li>• Note: After students have a chance to grapple with this task, we encourage you to pull out a small group who may need additional support sorting through all the details of their chapter summaries to find the key details for their main idea statements.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Writing a Summary Statement (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students of the process they used to write summary statements about a longer informational text in Unit 1. Review that their summary will be written by putting together the main ideas of each chapter of the novel. Explain that this summary statement will be longer than those they wrote for individual chapters.</li><li>• Remind them that a paragraph is made up of connecting ideas, and because several events have occurred, it may take more than one paragraph to write a quality summary statement. Reiterate that they may need to change some words or condense some ideas to make the summary make sense.</li><li>• Ask triads to work together to summarize Chapters 1–6. Point out that the summaries will be written in the bottom box on the Story Map.</li></ul>	<ul style="list-style-type: none"><li>• For students needing additional support producing language, consider offering a paragraph frame or paragraph starter to provide the structure required.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Share (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Using the Mix and Mingle, invite triads to share their summary statements for Chapters 1–6 with at least two other triads. Encourage students to use a green pencil to revise their statements for clarity based on the conversations they've had.</li><li>• Preview homework.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 7 (pages 76–89), then record summary notes and write a summary at the bottom of the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 7: "Heading to Nashville."</b> Reread as you take your notes.</li></ul>	



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# Grade 4: Module 4: Unit 2: Lesson 7

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"

(From Lesson 6; for display with students)

**Historical Background Information**

- **Susan B. Anthony Amendment:** an amendment to the U.S. Constitution that gives women the right to vote. It was named after Susan B. Anthony because she was a leader in the suffrage movement.
- **National Woman's Party:** This was a women's organization founded by Alice Paul and Lucy Burns in 1913. It fought for women's rights during the early 20th century in the United States. A main cause the group fought for was women's right to vote, just like men.
- **Alice Paul:** She was a leader in the women's suffrage movement and started the National Woman's Party.

**Glossary**

Antis (72): people who were against the 19th Amendment

bystanders (68): people who are present at an event but do not participate in it; witnesses

campaigning (69): participating in a political competition for elective public office

ratification (71): the act of formally approving an action in government

unsuited (70): not appropriate; not fit

virtuous (74): pure; innocent

virtue (74): right; power



Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"  
(From Lesson 6; for display with students)

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"  
(Answers, For Teacher Reference)

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Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"  
(Answers, For Teacher Reference)

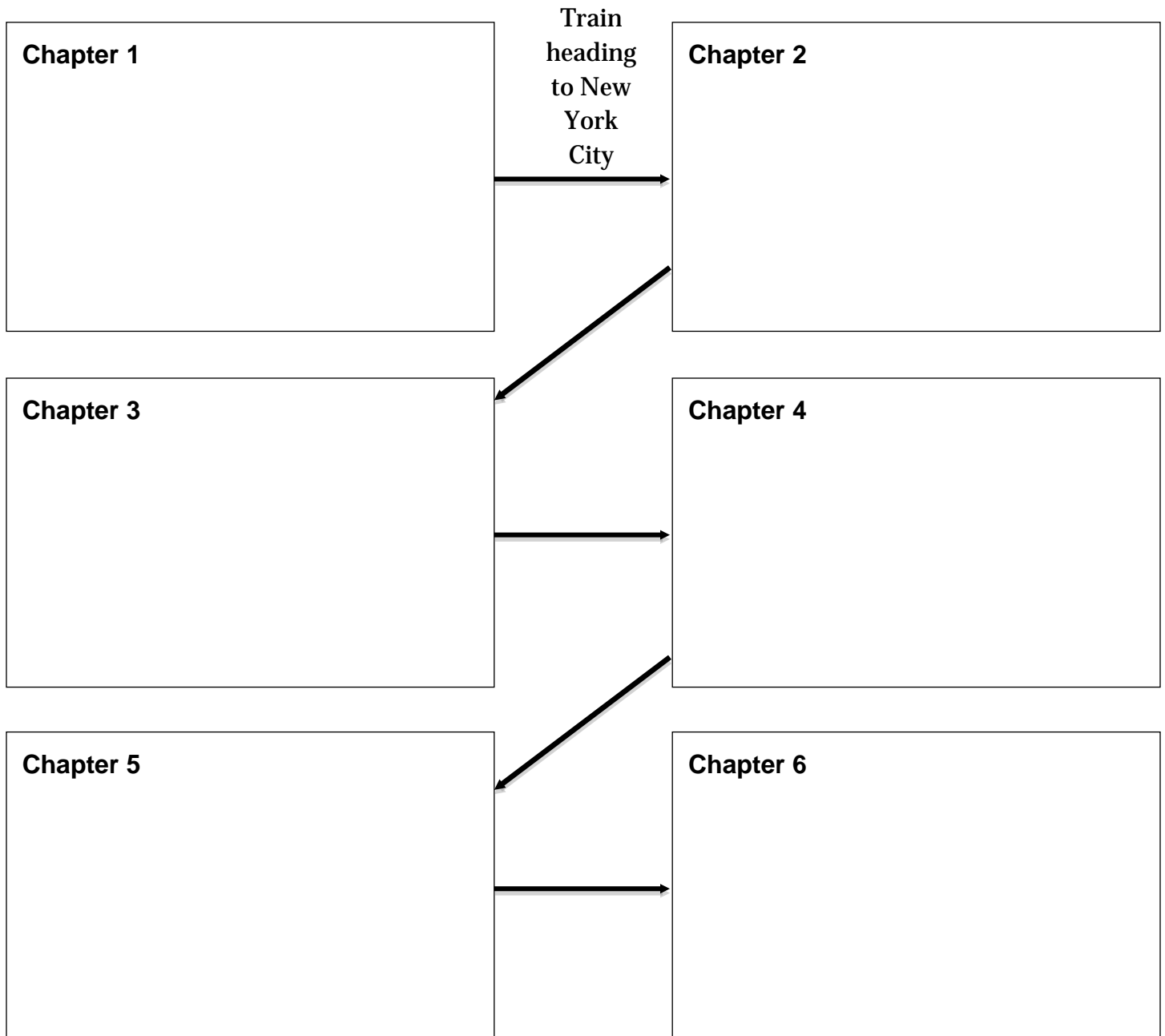
Summary Notes:	Summary:
<b>Somebody:</b> Violet and Myrtle	Violet and Myrtle arrived in Washington, D.C. They found Miss Alice Paul's house, where Chloe used to live before she left for Tennessee. The Women's Suffragists were in Tennessee preparing for the legislature's special session to vote on ratification of the SBA Amendment. Since Chloe wasn't at the house and the girls didn't have anywhere else to go, Miss Paul invited them to stay with her.
<b>In:</b> Washington, D.C.	
<b>Wanted:</b> to find Chloe with the Women's Suffragists	
<b>But:</b> She wasn't with Miss Alice Paul at her house. She had already left for Tennessee, where the WSM was preparing for the legislature's special session to vote on ratification of the SBA Amendment.	
<b>So:</b> The girls didn't know where they should go.	
<b>Then:</b> Miss Paul invited them to stay at her house.	



Story Map and Summary: *The Hope Chest*, Chapters 1–6

.....  
**Name:** .....

.....  
**Date:** .....





Story Map and Summary: *The Hope Chest*, Chapters 1–6

**Summary of Events**



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"  
(For Modeling with Students)

Historical Background Information

- **Bolshevik Revolution:** a civilian army took control of Russia from the Russian Monarchy in 1917.
- **Influenza of 1918:** a disease that killed more than 100 million people across the world; also referred to as the flu
- **World War I:** began in 1914 with Germany, Austria-Hungary, and the Ottoman Empire fighting against England, France, Russia, Italy, Canada, and Japan. The United States did not join the war until 1917. This was an unusually brutal war that claimed more than 9 million lives.
- **Susan B. Anthony Amendment:** the 19th Amendment to the U.S. Constitution that gave women the right to vote
- **League of Nations:** the first international organization whose principal mission was to maintain world peace



Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"  
(For Modeling with Students)

Glossary	Figurative and Complex Language: Idioms and Adages
banks (4): the sides of a river or stream	"What in the name of Sam Hill?" (2): What in the world?
defeated (14): caused something to fail	"It will make your head spin" (3): It will make you dazed and confused.
disloyal (16): not loyal synonym: unfaithful antonym: faithful	"threatening tower of authority" (3, 4): tall and scary
imposing (2): overwhelming in size or character synonym: impressive antonym: typical	"gave her a jolt" (6): surprised her
opposition party (4): a group of people who are against another	"baptism by fire" (13): any experience that tests one's courage or strength for the first time
ratification (14): to approve in a formal way	"huge knock-down drag-out fight" (13): an extremely harsh or violent fight, argument
reconvenes (13): comes together again	"neither here nor there" (15): not important
seldom (3): not often synonym: rarely antonym: often	"made Violet snap" (17): made her lose her temper

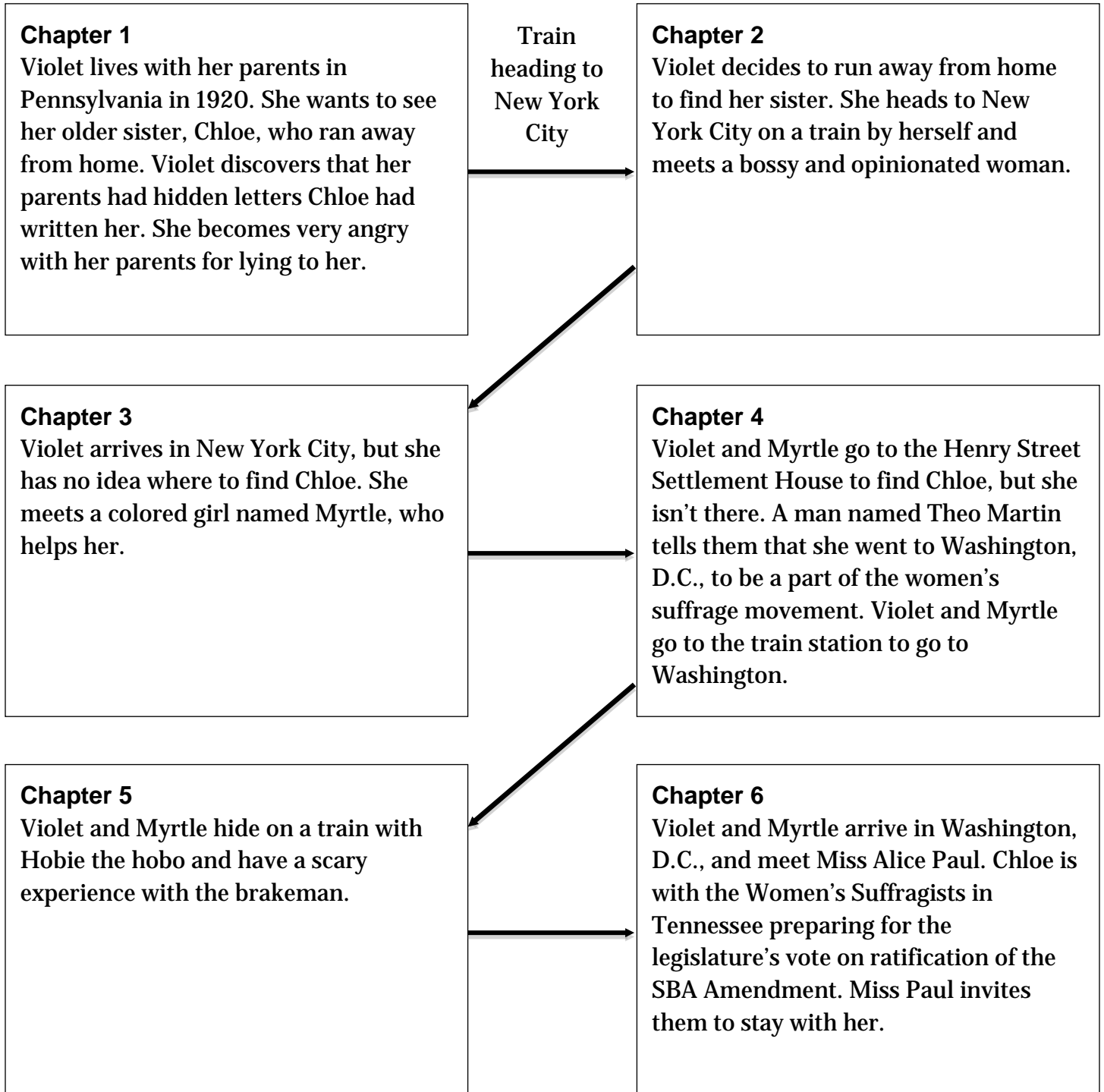


Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"  
(For Modeling with Students)

Summary Notes:	Summary:
<b>Somebody:</b> Violet	Violet lived with her parents in Pennsylvania in 1920. She wanted to see her older sister, Chloe, who had run away from home because she didn't want to marry a man her parents wanted for her. Violet didn't understand why Chloe hadn't tried to contact her. But then she discovered that her parents had hidden letters Chloe had written her, and she became very angry with her parents for lying to her.
<b>In:</b> Pennsylvania in 1920	
<b>Wanted:</b> to see her sister, Chloe, who had run away from home	
<b>But:</b> Her parents kept Chloe's letters to Violet a secret, so she had no idea Chloe had tried to contact her.	
<b>So:</b> Violet stole a few letters after she found them.	
<b>Then:</b> Violet became very angry with her parents for lying to her.	



Story Map and Summary: *The Hope Chest*, Chapters 1–6  
(For Teacher Reference)





Story Map and Summary: *The Hope Chest*, Chapters 1–6  
(For Teacher Reference)

**Summary of Events:**

*Violet is an 11-year-old girl who discovers that her parents have been hiding letters her older sister, Chloe, had written to her. Violet becomes very angry and runs away from her home in Pennsylvania to look for Chloe.*

*After riding a train to New York City by herself, she meets a colored girl named Myrtle, who helps her find where Chloe had lived when she was in New York. When a man named Mr. Martin tells them that Chloe is in Washington, D.C., they go there by hiding on a train.*

*When they arrive in Washington, they find the house where Chloe used to live, but she's not there. Miss Alice Paul, a Women's Suffragist, tells them that Chloe is in Tennessee with the other suffragists preparing for an important vote on ratification of the Susan B. Anthony Amendment.*





Reader's Guide for *The Hope Chest*, Chapter 7: "Heading to Nashville"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Historical Background Information**

- **Baths of Diocletian:** a large building full of pools and baths built in ancient Rome
- **Moving-picture show:** an early term for what today are called movies
- **Telegrams/telegraphs/to wire:** messages sent using electricity, before the invention of telephones
- **Children's Crusade:** a march to end the use of children for dangerous work in mines and mills

**Glossary**

**Figurative and Complex Language: Idioms and Adages**

comply (88): to do what is asked; follow the rules

"lot in life" (77): the way your life is supposed to be

culmination (89): the end of something

"causing a scene" (78): drawing the attention of a crowd

enthusiastically (78): expressing excitement over something you are interested in

"took for granted" (83): something nice you had but were not grateful for

interceded (84): tried to stop a disagreement

"break the bank" (80): spend a lot of money

jeopardize (89): to put something at risk

"rules are rules" (87): Rules can't be changed, so accept them and obey them.

objection (84): a feeling of dislike or disapproval

"martyred air" (76): acting as if you are giving up a lot by helping someone

ratify (78): to give formal approval or permission

refrain (89): to stop yourself from saying or doing something



Reader's Guide for *The Hope Chest*, Chapter 7: "Heading to Nashville"

Summary Notes:	Summary:
Somebody	
In:	
Wanted:	
But:	
So:	
Then:	



EXPEDITIONARY  
LEARNING

## **Grade 4: Module 4: Unit 2: Lesson 8**

### **Preparing to Write an Essay about Myrtle: Reading about the Jim Crow Laws**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine the main idea using specific details from the text. (RI.4.2)

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

**Supporting Learning Targets**

- I can explain why Myrtle was forced to sit in a separate train car in *The Hope Chest*.
- I can write a short essay that describes the experience of Myrtle's ride in the "colored car" in *The Hope Chest*.

**Ongoing Assessment**

- Reader's Guide for *The Hope Chest*, Chapter 7: "Heading to Nashville" (from homework)
- Essay planning notes
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing Learning Targets (5 minutes)</li><li>Sharing Homework and Engaging the Reader (15 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Building Background Knowledge about Jim Crow Laws: Reading Informational Text and Identifying the Main Idea (25 minutes)</li><li>Introducing an Essay Prompt: How Did Riding in the Jim Crow Car (“Colored Car”) Affect Myrtle? (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Exit Ticket (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read Chapter 8 of <i>The Hope Chest</i> and complete Steps 1 and 2 on your Essay Prompt/Planner. Record summary notes and a summary at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 8: “In the Jim Crow Car.” Reread as need as you write your summary.</li></ol></li></ol>	<ul style="list-style-type: none"><li>Beginning in this lesson and continuing up to the mid-unit assessment, students will collaborate to write a short essay that answers the question: “How did riding in the Jim Crow car affect Myrtle?”</li><li>This arc of lessons is the first in the unit to focus on W4.9. In addition, these lessons are designed to build writing stamina so that students are able to write to prompts that require an extended response in a single sitting. This will prepare students for future on-demand assessments that require extended written responses.</li><li>In this lesson, students read informational text about Jim Crow laws to build background knowledge and are introduced to the essay prompt.</li><li>Then in Lessons 9 and 10, students will collect text evidence to plan and write their essays.</li><li>In advance: Prepare a short summary statement for Chapter 7 to share with students for revisions. See the Reader’s Guide for <i>The Hope Chest</i>, Chapter 7: “Heading to Nashville” (answers, for teacher reference) to use as a model for writing your notes.</li><li>In advance: review the Mix and Mingle directions (see supporting materials); and write the short essay prompt on the board: “How did riding in the Jim Crow car affect Myrtle? After reading Chapter 8, write a short essay answering the question above. Use at least two details from the text to support your answer.”</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
<p>separate, essay, experience; Jim Crow laws, segregated, clause, repealed (268), unaccountably (78), objection (84), lurch (87, 89)</p>	<ul style="list-style-type: none"> <li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 7: "Heading to Nashville" (answers, for teacher reference)</li> <li>• Mix and Mingle directions (for teacher reference)</li> <li>• Green colored pencil</li> <li>• Equity sticks</li> <li>• Violet's Character anchor chart (begun in Lesson 3)</li> <li>• Myrtle's Character anchor chart (begun in Lesson 5)</li> <li>• Chart paper</li> <li>• Other Characters' Actions anchor chart (new; teacher-created)</li> <li>• <i>The Hope Chest</i> (book; one per student)</li> <li>• Building Background Knowledge about Jim Crow Laws recording form (one per student)</li> <li>• Essay Prompt/Planner (one per student)</li> <li>• Index card (one per student)</li> <li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 8: "In the Jim Crow Car" (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read along silently as you read the learning targets aloud: <ul style="list-style-type: none"> <li>* "I can explain why Myrtle was forced to sit in a separate train car in <i>The Hope Chest</i>."</li> <li>* "I can write a short essay that describes the experience of Myrtle's ride in the "colored car" in <i>The Hope Chest</i>."</li> </ul> </li> <li>• Ask a few students to point out words that seem important or are unfamiliar in these targets. Responses may include: <i>separate</i>, <i>essay</i>, and <i>experience</i>. Give these definitions for each, as needed: <i>Separate</i> means "kept apart"; an <i>essay</i> is "a short piece of writing that expresses thoughts and opinions on a topic and offers examples"; an <i>experience</i> is "something that happens to someone and their related thoughts and feelings."</li> <li>• Next, ask students to explain each target in their own words to a neighbor. Cold call a few pairs to share. Clarify if necessary.</li> </ul>	



Opening	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Sharing Homework and Engaging the Reader (15 minutes)</li><li>• Remind students of the homework: “Read Chapter 7 (pages 76–89), then record summary notes and a summary at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 7: “Heading to Nashville.”</li><li>• Tell students that they will be gathering for a Mix and Mingle to share their summaries from Chapter 7. Review <b>directions</b> for this activity if necessary. Ask students to bring a clipboard and a <b>green colored pencil</b> and find a partner. Signal the beginning of the Mix and Mingle. Circulate to listen to students’ summary statements and observe their revisions.</li><li>• After about 5 minutes, signal the end of the Mix and Mingle. Have students return to their seats with their Reader’s Guides and green pencils.</li><li>• Use equity sticks to cold call students to share their summary statements with the class. Display your prepared summary statement for Chapter 7. Review your notes with students and have them mark any revisions on their own papers with their green colored pencils.</li><li>• Ask students for suggested additions to the Violet’s and Myrtle’s anchor charts. Be sure something like the following are added to anchor charts:<ul style="list-style-type: none"><li>– Violet’s Character anchor chart:<ul style="list-style-type: none"><li>• Action: She holds Myrtle’s hand when she is told to ride in the “colored car”, but doesn’t say anything; What this says about the character: She cares for her friends, but is used to following “the rules”.</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>• As an auditory cue, consider playing some soft music to signal the beginning of the Mix and Mingle and stopping it to signal the end.</li></ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>– Myrtle's Character anchor chart:<ul style="list-style-type: none"><li>• Action: She leaves the car with her head up; What this says about the character: She has self-respect and doesn't want people to feel sorry for her.</li></ul></li><li>• Post chart paper for Other Character's anchor chart. Explain that now that the novel is incorporating other secondary characters, you would like to track some of these character's actions as well. Tell students that there will be a few characters on this chart, because they not main character's but their actions still impact the story. Add a box to this anchor chart with 3 columns (see supporting materials) for Mr. Martin, his actions, and what they say about his character.</li><li>• Ask students:<ul style="list-style-type: none"><li>* Did Mr. Martin do anything that impacted other characters in this chapter?</li></ul></li><li>• Listen for students suggestions of what to add to Mr. Martin's section of the Other Character's anchor chart and be sure the following is added:<ul style="list-style-type: none"><li>– Action: Mr. Martin makes Violet telegram her parents and will accompany Violet and Myrtle to Tennessee; What this says about the character: He feels responsible for others</li><li>– Action: He joined the Children's Crusade p.81; What this says this character: He is adventurous, believes that actions make a difference</li><li>– Action: Mr. Martin stands up for Myrtle when the conductor says she has to ride in the "colored car"; What this says about this character: He stands up for what he thinks is right/ defends others against injustice.</li></ul></li><li>• Collect Reader's Guides from Chapter 7 for a quick check for comprehension.</li></ul>	<ul style="list-style-type: none"><li>• Research shows that incorporating movement into instructional activities can support enhanced brain function and increase student engagement.</li><li>• Collecting and reviewing summaries in the Reader's Guide is a good check for understanding. This can help you determine whether students need further support in reading and comprehending the novel. This information can be used to pull groups for more guided practice or extension.</li></ul>





Work Time	Meeting Students' Needs
<p><b>A. Building Background Knowledge about Jim Crow Laws: Reading Informational Text and Identifying the Main Idea (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that since one of the major events in Chapter 7 was Myrtle being forced to ride in a separate car, it is important to learn a little more about this time period and how blacks were treated differently than whites.</li> <li>Ask students to turn to page 268 in <i>The Hope Chest</i>, titled “Jim Crow Laws.” Explain to students that to understand why Myrtle was forced to sit on a different train car, they need to build their background knowledge about what Jim Crow laws were. Give a <b>Building Background Knowledge about Jim Crow Laws recording form</b> to each student. Ask them to read silently along and listen for the gist as you read the text aloud to the class. Give triads 5 minutes to work together to write a gist statement on their recording forms.</li> <li>Use equity sticks to cold call a few triads to share their gist statements. Ask students to reread the text with their triads and circle unfamiliar words. Give them 5 minutes to do this.</li> <li>Ask several triads to share words they circled in the text. List these words on the board. Possible responses include: <i>amendments, constitution, facilities, segregated, complicated, clause, and repealed.</i></li> <li>Tell students that as close readers, they have several strategies for figuring out the meaning of unfamiliar words. Remind them that recently they have been practicing using a glossary and figuring out words in context. Ask students if they think that the meaning of any of these words can be figured out from context clues. <ul style="list-style-type: none"> <li>For example, ask: <ul style="list-style-type: none"> <li>* “Are there any details in the text that help you determine the meaning of the word <i>segregated</i>?” Listen for or offer up this context clue: “‘To keep blacks out of sight’ means ‘to keep apart or separate.’”</li> <li>* “Is there a line in the text that helps you decipher the word <i>complicated</i>?” Listen for or offer this clue: “The phrase ‘nobody, black or white, could pass them’ means they were really hard or difficult.”</li> </ul> </li> </ul> </li> <li>Quickly give the meanings of any unfamiliar words that are difficult to determine from the text. Have students annotate their text next to these words to help them understand the text when they reread: <ul style="list-style-type: none"> <li><i>Amendments</i>: official changes made to laws</li> <li><i>Constitution</i>: set of basic laws that govern a country</li> <li><i>Facilities</i>: buildings made for a particular purpose; ex. library, schools, etc.</li> <li><i>Clause</i>: a section added to a legal document</li> <li><i>Repealed</i>: canceled officially</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>For students who struggle to read and comprehend grade-level text, consider pulling a small group to support during Work Time A.</li> <li>For students who struggle to read complex texts, consider previewing these vocabulary words from this text: <i>amendments, constitution, facilities, clause, and repealed</i>. If you choose to select additional words to preview, focus on those whose meaning may be difficult to determine using context clues from the text. It is important for students to practice using context clues to determine word meaning so that they become more proficient readers.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask triads to reread the text for a third time and answer the text-dependent questions on their Building Background Knowledge about Jim Crow Laws recording forms.</li><li>• Tell students they will have 10 minutes to answer the questions. Circulate and prompt groups to use the text in answering the questions.</li><li>• Review the questions with the class. Tell students that as you call on them, they should read their answers and revise as necessary. Use equity sticks to call on triads to share their answers to the questions. Help clarify as needed, referencing where in the text the answers can be found or inferred:<ul style="list-style-type: none"><li>* “What did the 13th, 14th, and 15th Amendments to the Constitution do?” Listen for: “ended slavery and gave African Americans citizenship.”</li><li>* “The text says, ‘Some states passed laws to keep blacks out of sight and out of public life.’ What can you infer these laws were called from the title of this page?” Listen for: “Jim Crow laws.”</li><li>* “The word <i>segregate</i> means ‘to keep separate.’ What do you think the text means by ‘public facilities were segregated’?” Listen for: “Blacks were kept separate from whites.”</li><li>* “How did ‘literacy tests’ prevent blacks from voting?” Listen for: “They were hard to pass, and whites didn’t have to take them because of the ‘grandfather clause.’”</li><li>* “What ended Jim Crow laws?” Listen for: “the civil rights movement.”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Introducing an Essay Prompt: How Did Riding in the Jim Crow Car (“Colored Car”) Affect Myrtle? (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask reading triads to get together with another triad to form a group of six.</li><li>• Point out the short essay prompt that was written on the board before the lesson:<ul style="list-style-type: none"><li>* “How did riding in the Jim Crow car affect Myrtle? After reading Chapter 8, write a short essay answering the question above. Use at least two details from the text to support your answer.”</li></ul></li><li>• Ask groups to read the prompt and discuss what it means and what it is asking them to do in their essays. Tell students that one person from their group should be prepared to explain their group’s thoughts to the class. Give students 5 minutes to discuss the prompt.</li><li>• Call on a few groups to explain the prompt. Listen for responses similar to: “We have to tell what happened to Myrtle when she rode in the ‘Jim Crow car’” or “We have to read and find out how Myrtle felt about riding in the ‘Jim Crow car.’”</li><li>• Distribute an Essay Prompt/Planner to each student. Review the steps listed on the sheet and focus on the first two steps. Tell students that they will complete Steps 1 and 2 for homework. Clarify these steps as necessary.</li><li>• Tell students that they should be looking for details that describe how Myrtle was affected (what she had to do, what she thought, or how she felt) as a result of not being allowed to ride with Violet and other whites on the train. Explain that finding these details will help them to write their essay.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Post this prompt on the board:<ul style="list-style-type: none"><li>– “Why was Myrtle forced to leave the suffragists’ train car and go to the ‘colored car’? Use your new background knowledge from the text ‘Jim Crow Laws’ to support your answer.”</li></ul></li><li>• Hand out an <b>index card</b> for students to record the question and their answers as an exit ticket. Give them 5 minutes to respond in writing.</li><li>• Collect the exit tickets and review them for a formative assessment on the learning target:<ul style="list-style-type: none"><li>– “I can explain why Myrtle was forced to sit in a separate train car in <i>The Hope Chest</i>.”</li></ul></li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 8 of <i>The Hope Chest</i> and complete Steps 1 and 2 on your Essay Prompt/Planner.</li><li>• Record summary notes and a summary at the bottom of the <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 8: “In the Jim Crow Car.”</b> Reread as need as you write your summary.</li></ul> <p><i>Note: When examining the exit tickets, look for answers similar to this one: “Myrtle had to ride in the ‘colored car’ because the train was traveling through states with Jim Crow laws. These laws said that blacks had to be separate from whites. Because Myrtle was black, she couldn’t ride in the same train car as Violet.”</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 2: Lesson 8

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 7: "Heading to Nashville"  
(Answers, For Teacher Reference)

Historical Background Information	
<ul style="list-style-type: none"> <li>• <b>Baths of Diocletian:</b> a large building full of pools and baths built in ancient Rome</li> <li>• <b>Moving-picture show:</b> an early term for what today are called movies</li> <li>• <b>Telegrams/telegraphs/to wire:</b> messages sent using electricity, before the invention of telephones</li> <li>• <b>Children's Crusade:</b> a march to end the use of children for dangerous work in mines and mills</li> </ul>	
Glossary	Figurative and Complex Language: Idioms and Adages
comply (88): to do what is asked; follow the rules	"lot in life" (77): the way your life is supposed to be
culmination (89): the end of something	"causing a scene" (78): drawing the attention of a crowd
enthusiastically (78): expressing excitement over something you are interested in	"took for granted" (83): something nice you had but were not grateful for
interceded (84): tried to stop a disagreement	"break the bank" (80): spend a lot of money
jeopardize (89): to put something at risk	"rules are rules" (87): Rules can't be changed, so accept them and obey them.
objection (84): a feeling of dislike or disapproval	"martyred air" (76): acting as if you are giving up a lot by helping someone
ratify (78): to give formal approval or permission	
refrain (89): to stop yourself from saying or doing something	



Reader's Guide for *The Hope Chest*, Chapter 7: "Heading to Nashville"  
(Answers, For Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet and Myrtle	Violet and Myrtle are with the suffragists and plan to go with them to Nashville. Then Mr. Martin shows up, and they are worried he won't let them go. He decides to let them if Violet sends a message to her parents. So Mr. Martin goes with them on the train to Nashville with the suffragists, but Myrtle is told she will have to ride in the "colored car."
<b>In:</b> Washington, D.C.	
<b>Wanted:</b> to go with the suffragists to Nashville, Tennessee, to find Chloe, and they are worried that Mr. Martin won't let them go	
<b>But:</b> He agrees to accompany them if Violet telegrams her parents, telling them she is okay.	
<b>So:</b> She does, and she and Myrtle go with Mr. Martin and the suffragists on a train to Nashville.	
<b>Then:</b> Violet and Myrtle are separated when Myrtle is forced to ride in the "colored car."	



**Mix and Mingle Directions**  
(For Teacher Reference)

1. Have students gather with any needed materials.
2. Give a prompt to students for sharing.
3. Have students find a partner to share with first.
4. Signal the beginning of the Mix and Mingle with soft music, a bell, or some other signal of your choice.
5. Once students are finished sharing with their first partner, they should find another partner, then another, until they hear a signal for the end of the Mix and Mingle.
6. Students return to their seats for debrief of the activity.





Violet's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none"><li>1. She stood up to her parents (pages 1–4).</li><li>2. She made quilt squares for French orphans (pages 9 and 10).</li><li>3. She ran away from home (pages 18 and 19).</li><li>4. She gave money to the brakeman to free Myrtle (page 58).</li><li>5. <b>She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).</b></li></ol>	<ol style="list-style-type: none"><li>1. She is a strong-willed girl.</li><li>2.</li><li>3. She is compassionate and wants to help others.</li><li>4. She is unhappy enough to leave home and not care that her parents might worry.</li><li>5. She is generous and protective of her friends.</li><li>6. <b>She cares for her friends but is used to following the rules.</b></li></ol>



Myrtle's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

Character	Actions that affect others	What does this say about this character?
Myrtle	<ol style="list-style-type: none"><li>1. She kept Violet from getting run over and helped clean her up after her fall (page 36).</li><li>2. She helped Violet find the settlement house (page 42).</li><li>3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52).</li><li>4. <b>She leaves the car with her head up (page 88).</b></li></ol>	<ol style="list-style-type: none"><li>1. She is a caring and compassionate person.</li><li>2. She is independent and knows her way around the city.</li><li>3. She is brave and determined to help her friends.</li><li>4. <b>She has self-respect and doesn't want people to feel sorry for her.</b></li></ol>



Other Characters' Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none"><li>1. <b>He made Violet send her parents a telegram saying that she was OK (page 78).</b></li><li>2. <b>He joined the Children's Crusade (page 81).</b></li><li>3. <b>He stands up for Myrtle when she is told to ride in the "colored car" (page 87).</b></li></ol>	<ol style="list-style-type: none"><li>1. <b>He feels responsible for others.</b></li><li>2. <b>He is adventurous and believes that actions make a difference.</b></li><li>3. <b>He stands up for what he thinks is right and defends others against injustice.</b></li></ol>



### Building Background Knowledge about Jim Crow Laws

.....  
**Name:**

.....  
**Date:**

**Directions:** Read page 268 and answer the following questions:

1) What is the gist of this text?

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2) What did the 13th, 14th, and 15th Amendments to the Constitution do?

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3) The text says, “Some states passed laws to keeps blacks out of sight and out of public life.” What can you infer these laws were called from the title of this page?

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Building Background Knowledge about Jim Crow Laws

- 4) The word *segregate* means “to keep separate.” What do you think the text means by “public facilities were segregated”?

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- 5) How did “literacy tests” prevent blacks from voting?

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- 6) What ended Jim Crow laws?

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Short Essay Prompt/Planner

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**Name:**

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**Date:**

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How did riding in the Jim Crow car (“colored car”) affect Myrtle? After reading Chapter 8, write a short essay answering the question above. Use at least two details from the text to support your answer.

**Step 1**

Read *The Hope Chest*, Chapter 8: “In the Jim Crow Car” and summarize it in your Reader’s Guide.

**Step 2**

Reread the text and use evidence flags to mark details that describe Myrtle’s thoughts, feelings, or what happened to her as a result of riding in the Jim Crow car.

**Step 3**

Talk with your reading triad. Share your thoughts on how Myrtle was affected by riding in the Jim Crow car. Share your evidence.

**Step 4**

Review your evidence flags in Chapter 8 and record four details from the text that describe how Myrtle was affected by riding in the Jim Crow car.

Details:

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Short Essay Prompt/Planner

**Step 5** Plan and write your short essay.

<b>Introduction should include:</b>
<ul style="list-style-type: none"><li>• The chapter number, title of the book, and author:</li><li>• An explanation of what the Jim Crow car is and why Myrtle had to ride in it:</li></ul>
<b>Focus statement:</b> Restate the prompt and provide an answer:  _____  _____  _____
<b>Body should include:</b>
<ul style="list-style-type: none"><li>• Two or three <b>examples</b> from the text that support your answer.</li></ul> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<b>Conclusion should include:</b>
<ul style="list-style-type: none"><li>• Summarize your answer to the prompt:</li><li>• What readers can infer about the type of character Myrtle is:</li></ul>



Reader's Guide for *The Hope Chest*, Chapter 8: "In the Jim Crow Car"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Historical Background Information

- **Jim Crow laws:** laws passed in many Southern states after the Civil War and the end of slavery that kept blacks separate from whites in public places; prevented blacks from voting or holding office in the government; and required blacks to live, do business, and go to school separately from whites. The public services provided to blacks were most often inferior, or of poor quality.
- **Panama Canal:** a canal for boats that was dug in in Central America where the land between the Atlantic and Pacific oceans is its most narrow. The canal was built in the country of Panama starting in 1881 and ending in 1914. Many men died of a disease called malaria during the building of the canal.

### Glossary

bartered (96): traded property or services without use of money	passive (91): not taking part in an activity
contradicted (96): said the opposite of	rattan (92): plants used to make woven furniture and baskets
derailed (95): went in an unexpected direction	sarcasm (95): to say something in a mocking tone
derisively (97): making fun of in an unkind way	talisman (90): an object that is believed to give protection or good luck
indifference (91): the state of not caring	vacant (92): showing no thought or emotion
mohair (92): soft cloth made of wooly yarn	vestibule (91): an enclosed entrance to a train car





Reader's Guide for *The Hope Chest*, Chapter 8: "In the Jim Crow Car"

Summary Notes:	Summary:
<b>Somebody:</b>	
<b>In:</b>	
<b>Wanted:</b>	
<b>But:</b>	
<b>So:</b>	
<b>Then:</b>	



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 2: Lesson 9**

## **Examining the Structure of Short Essays and Gathering Evidence for an Essay about Myrtle**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)  
I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)  
I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2).

Supporting Learning Targets

- I can gather evidence for a short essay that describes how Myrtle was affected by her experience riding in the “colored car” in *The Hope Chest*.
- I can describe the basic structure of a short essay.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 8: “In the Jim Crow Car” (from homework)
- Essay Prompt/Planner

Agenda

1. Opening
  - A. Reviewing Learning Targets (5 minutes)
  - B. Sharing Homework and Engaging the Reader (10 minutes)
2. Work Time
  - A. Gathering Evidence for a Short Essay about Myrtle (15 minutes)
  - B. Learning about the Structure of a Short Essay (25 minutes)
3. Closing and Assessment
  - A. Debrief (5 minutes)
4. Homework
  - A. Read Chapter 9 (pages 98–112), then record summary notes and a summary at the bottom of the Reader's Guide for *The Hope Chest*, Chapter 9: “Mr. Martin's Escape.”

Teaching Notes

- In Lesson 8, students began to prepare for writing a short essay about Myrtle by examining this prompt: “How did riding in the Jim Crow car affect Myrtle?”
- In this lesson, students continue to prepare for this essay by gathering evidence from the text. They also learn about the basic structure of a short essay. This portion of the lesson, Work Time B, is adapted with permission from “The Painted Essay®” developed by Diana Leddy of Vermont Writing Collaborative. More resources can be found at : [www.vermontwritingcollaborative.org](http://www.vermontwritingcollaborative.org).
- In Lesson 10, students will plan and write their short essays with support. Then on the mid-unit assessment, students will demonstrate their ability to meet W.4.2a and b and W.4.9 independently.
- In advance: Be prepared to place students with a new partner at the beginning of this lesson (not anyone from their reading triad) for sharing their homework.
- Prepare the Structure of a Short Essay anchor chart (see supporting materials).
- Post directions on the board for the Back-to-Back and Face-to-Face protocol (see supporting materials); review the Back-to-Back and Face-to-Face protocol (Appendix).
- Post: Learning targets.



Lesson Vocabulary	Materials
structure, introduction, focus statement, body, conclusion	<ul style="list-style-type: none"> <li>• Directions for the Back-to-Back and Face-to-Face protocol (to post)</li> <li>• Myrtle’s Character anchor chart (begun in Lesson 5)</li> <li>• <i>The Hope Chest</i> (book; one per student)</li> <li>• Essay Prompt/Planner (from Lesson 8; one per student)</li> <li>• Evidence flags (small stack per triad)</li> <li>• Equity sticks</li> <li>• Structure of a Short Essay anchor chart (new; co-created with students during Work Time B)</li> <li>• Model Essay about Violet (one to display)</li> <li>• Document camera</li> <li>• Red, green, yellow, and blue markers (one set for teacher)</li> <li>• Red, green, yellow, and blue colored pencils, markers, or crayons (one set for each triad)</li> <li>• Reader’s Guide for <i>The Hope Chest</i>, Chapter 9: “Mr. Martin’s Escape” (one per student)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read along silently as you read the learning targets aloud:             <ul style="list-style-type: none"> <li>* “I can gather evidence for a short essay that describes how Myrtle was affected by her experience riding in the ‘colored car’ in <i>The Hope Chest</i>.”</li> <li>* “I can describe the basic structure of a short essay.”</li> </ul> </li> <li>• Tell students that to write their short essay about Myrtle using evidence from Chapter 8, they will have to understand the <i>structure</i>, or parts, of an essay. Tell them that today they will look at a model essay and examine how it is organized so they can better plan for their own essays.</li> <li>• Ask students to give a thumbs-up, thumbs-sideways, or thumbs-down to check for understanding of the targets, with a thumbs-down for no understanding, thumbs-sideways for some understanding, and thumbs-up for complete understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of protocols (like Back-to-Back and Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> </ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Sharing Homework and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their Reader's Guide for <i>The Hope Chest</i>, Chapter 8: "In the Jim Crow Car" (from homework).</li><li>• Tell them that today they will share their homework using a protocol called Back-to-Back and Face-to-Face. Point out the posted <b>Directions for the Back-to-Back and Face-to-Face protocol</b>.<ol style="list-style-type: none"><li>1. Stand back-to-back with a partner. Think about what you will share.</li><li>2. When the teacher says, "Face-to-Face," turn to face your partner.</li><li>3. Pick someone to go first, then take turns sharing.</li></ol></li><li>• Tell students that you would like them to share the summary statements on their Reader's Guide for Chapter 8 using this protocol.</li><li>• Once students have shared, ask for a few students who liked their partner's summary statement to volunteer their partner to read it. Listen for students to identify each portion of the Somebody In Wanted But So Then strategy in their summaries for this chapter.</li><li>• Post the <b>Myrtle's Character anchor chart</b>. Ask students for suggested additions to the chart. Be sure the following is added:<ul style="list-style-type: none"><li>* Action: "She says she will vote when she grows up" (page 97).</li><li>* What this says about this character: "She is determined and stubborn."</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use of protocols (like Back-to-Back and Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Gathering Evidence for a Short Essay about Myrtle (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take their texts, <i>The Hope Chest</i>, join their reading triads, and get out their <b>Essay Prompt/Planner</b> (from Lesson 8). Point out Steps 3 and 4 in their planners.</li><li>• Ask students to review the steps in the planning process with their triads to identify what they have done and what they will do today. Call on a triad to paraphrase the process for the rest of the class. Clarify as needed.</li><li>• Tell students that for Step 3, they will have 5 minutes to share with their triads. Encourage them to mark the text with more <b>evidence flags</b> if they find additional details related to how Myrtle was affected.</li><li>• As students share the details they have marked in the text, circulate and listen for them to identify any details related to how she was affected by the experience. For example: “On page 92, she got shoved by the conductor” or “She had to sit on a seat with no springs.”</li><li>• Use <b>equity sticks</b> to cold call several triads to share one detail they marked with evidence flags. Ask students to list the page number and read directly from the text. List evidence collected on the board.</li><li>• Some possible evidence students may cite:<ul style="list-style-type: none"><li>– “Myrtle had to ride without her friend Violet” (page 90).</li><li>– “Myrtle got cold stares, was laughed at, grabbed, and ignored on her way back to the ‘colored car’” (pages 91 and 92).</li><li>– “Myrtle had ‘tears of frustration’ when she was trying to get to the ‘colored car’” (page 92).</li><li>– “Myrtle had to sit on a hard seat in a crowded train car” (page 93).</li><li>– “Myrtle talked with an old woman about getting the right to vote. They disagreed about whether colored women would be allowed” (pages 96 and 97).</li></ul></li><li>• Ask students to complete Step 4 on their planners individually: “Review your evidence flags in Chapter 8 and record four details from the text that describe how Myrtle was affected by riding in the Jim Crow car.”</li><li>• Give students 5 minutes to select and record their evidence .</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Learning about the Structure of a Short Essay (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that before they continue with Step 5 in their planners, it is important for them to understand the basic structure of an essay.</li> <li>• Tell the class that being given an essay prompt is similar to receiving an art assignment. For example, in art class they may be given a medium, like watercolors, and they are also given a subject, like a bowl of fruit. As an artist, though, they can make their painting unique. However, if they don't follow some basic guidelines for using watercolors, everything could turn out brown and muddled.</li> <li>• The same could be said for writing an essay from a prompt. They will be asked to use a particular type of writing or genre, such as historical fiction narrative, and will also be given a specific topic, like Colonial America (in Module 2A. If students have completed Module 2B, use the example of "Choose Your Own Adventure" narratives and animal defenses). Likewise, as a writer, they can make their essay unique, but it may be muddled and confusing to the reader unless they follow some guidelines.</li> <li>• Explain that today students will look at a model essay about Violet and examine the essay's <i>structure</i>, or parts.</li> <li>• Post the <b>Structure of a Short Essay anchor chart</b> (blank version prepared in advance).</li> <li>• Point out the terms <i>introduction</i>, <i>focus statement</i>, <i>body</i>, and <i>conclusion</i> on the anchor chart. Review the terms <i>introduction</i>, <i>body</i>, and <i>conclusion</i> with students. They should be familiar with these terms from writing in previous modules. Point out the term <i>focus statement</i> and explain that this sentence is the focus of the essay, what it is about, and should be the writer's answer to the prompt.</li> <li>• Next, display the <b>Model Essay about Violet</b> using a <b>document camera</b>. Tell students that they will have a chance to examine the structure of this essay, but first you would like them to listen for the gist as you read it aloud to them.</li> <li>• Ask for a few volunteers to tell the class what the essay is about. Listen for: "The essay is about how running away helped Violet to become more confident."</li> <li>• Tell students that you will read the essay for them once more, and you would like them to notice how it is organized—specifically what is in the introduction, the body, and the conclusion.</li> <li>• When you read the essay again, stop after the introduction (first paragraph) and ask students to turn to their triad and discuss: <ul style="list-style-type: none"> <li>* "What does the introduction paragraph do for the reader?"</li> <li>* "Where do you see the answer to the prompt?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• For students who need support in finding evidence in the text, consider providing page numbers or marking sections of the text as areas to look for evidence.</li> <li>• To further support students, provide copies of the model essay about Myrtle and allow them to annotate the model to identify the introduction, focus statement, body, and conclusion.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call students to share out and add this to the anchor chart in the Introduction box:<ul style="list-style-type: none"><li>– “Catches the reader’s attention and introduces the topic”</li><li>– “Gives background information or describes the topic”</li></ul></li><li>• Outline the Introduction box with a <b>red marker</b> and explain to students that red is an eye-catching color, so it will help them remember the purpose of the introduction.</li><li>• Next, explain that the answer to the prompt is contained in the <i>focus statement</i>. Point out this box on the anchor chart and explain that the focus statement is what gives the main idea of the essay. Record this explanation on the anchor chart in the Focus Statement box and outline the box with a <b>green marker</b>. Tell students that you will explain the significance of the green color in a moment.</li><li>• Next, tell students that you now will reread the body paragraph of the essay and you would like them to listen for what this paragraph contains and think about the purpose of this part of the essay.</li><li>• Reread the body of the essay (2<sup>nd</sup> paragraph). Then ask students to turn to their triads and discuss:<ul style="list-style-type: none"><li>– “What is the purpose of the body of an essay?”</li><li>– “What do the body paragraphs contain?”</li></ul></li><li>• Cold call students to share their thinking. Add this to the anchor chart in the Body box:<ul style="list-style-type: none"><li>– Supports the focus of the essay with examples and evidence</li><li>– Explains how each example relates to the focus</li><li>– Takes the form example, evidence, and explanation</li></ul></li><li>• Outline one of the inside boxes (containing the phrase “Example, Evidence, and Explanation”) with a <b>yellow marker</b> and the other inside box with a <b>blue marker</b>.</li><li>• Point out the green Focus Statement box and explain that just like yellow and blue make green, the examples and evidence in the body of the essay help support the essay’s focus.</li><li>• Finally, tell students that you will now reread the conclusion paragraph of the essay and you would like them to listen for what this paragraph contains and think about its purpose in the essay.</li><li>• Reread the conclusion of the essay (third paragraph), then ask triads to discuss:<ul style="list-style-type: none"><li>– “What does the first sentence of the conclusion do?”</li></ul></li></ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>– “What is the purpose of the final sentence?”</li><li>• Cold call students to share their thinking. Add this to the anchor chart in the Conclusion box:<ul style="list-style-type: none"><li>* Brings readers back to the focus and gives them something to think about</li></ul></li><li>• Ask students if they have any guesses about which color this box should be. Give them a hint: It is a color that is already on the chart. Students should predict this box be outlined in green, because the conclusion restates the focus of the essay.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to look at Step 5 in their Essay Prompt/Planner. Tell them that you would like them to work with their triad to color-code the graphic organizer so that it matches the class's new Structure of a Short Essay anchor chart.</li><li>• Ask them to give you a quick thumbs-up, thumbs-sideways, or thumbs-down for the learning target:<ul style="list-style-type: none"><li>* “I can describe the basic structure of a short essay.”</li></ul></li><li>• Distribute a set of <b>red, green, yellow, and blue colored pencils</b> (or markers or crayons) to each triad.</li><li>• Circulate and help students notice where the basic structure for an essay is contained within their graphic organizers.</li></ul>	<ul style="list-style-type: none"><li>• Note students who have a thumb to the side or down and confer with these students before they color-code their graphic organizers.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 9 (pages 98–112), then record summary notes and a summary at the bottom of the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 9: “Mr. Martin's Escape.”</b> Reread as you take notes.</li></ul> <p><i>Note: Use students' Essay Prompt/Planning sheets for formative assessment. Determine if they will need further support in gathering evidence for their essays.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 2: Lesson 9

## Supporting Materials



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**Directions for Back-to-Back and Face-to-Face protocol**

1. Stand back-to-back with a partner. Think about what you will share.
2. When the teacher says, “Face-to-Face,” turn to face your partner.
3. Pick someone to go first, then take turns sharing.



Reader's Guide for *The Hope Chest*, Chapter 8: "In the Jim Crow Car"  
(Answers, For Teacher Reference)

**Historical Background Information**

- \* **Jim Crow laws:** laws passed in many Southern states after the Civil War and the end of slavery that kept blacks separate from whites in public places; prevented blacks from voting or holding office in the government; and required blacks to live, do business, and go to school separately from whites. The public services provided to blacks were most often inferior, or of poor quality.
- \* **Panama Canal:** a canal for boats that was dug in in Central America where the land between the Atlantic and Pacific oceans is its most narrow. The canal was built in the country of Panama starting in 1881 and ending in 1914. Many men died of a disease called malaria during the building of the canal.

**Glossary**

bartered (96): traded property or services without use of money	passive (91): not taking part in an activity
contradicted (96): said the opposite of	rattan (92): plants used to make woven furniture and baskets
derailed (95): went in an unexpected direction	sarcasm (95): to say something in a mocking tone
derisively (97): making fun of in an unkind way	talisman (90): an object that is believed to give protection or good luck
indifference (91): the state of not caring	vacant (92): showing no thought or emotion
mohair (92): soft cloth made of wooly yarn	vestibule (91): an enclosed entrance to a train car



Reader's Guide for *The Hope Chest*, Chapter 8: "In the Jim Crow Car"  
(Answers, For Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Myrtle	<p>In Chapter 8 of <i>The Hope Chest</i>, Myrtle is on a train heading to Tennessee. She was forced to leave Violet and the suffragists and ride in the "colored car." She goes to the back of the train and is treated badly along the way. When she gets to the colored car, she sits and talks with an old lady about voting. Myrtle thinks that she will be able to vote some when she grows up, but the old lady tells her colored people won't get to vote.</p>
<b>In:</b> the train heading to Tennessee	
<b>Wanted:</b> to sit with Violet and the other suffragists	
<b>But:</b> The conductor wouldn't let her.	
<b>So:</b> She goes to the colored car and sits with an old black lady named Mrs. Merganser.	
<b>Then:</b> They talk, and the lady tells her that because white people don't like colored people, there was no way they will ever let them vote.	



Myrtle's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

Character	Actions that affect others	What does this say about this character?
Myrtle	<ol style="list-style-type: none"><li>1. She kept Violet from getting run over and helped clean her up after her fall (page 36).</li><li>2. She helped Violet find the settlement house (page 42).</li><li>3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52).</li><li>4. She leaves the car with her head up (page 88).</li><li>5. <b>She says she will vote when she grows up (page 97).</b></li></ol>	<ol style="list-style-type: none"><li>1. She is a caring and compassionate person.</li><li>2. She is independent and knows her way around the city.</li><li>3. She is brave and determined to help her friends.</li><li>4. She has self-respect and doesn't want people to feel sorry for her.</li><li>5. <b>She is determined and stubborn.</b></li></ol>



**Structure of a Short Essay Anchor Chart**  
(For Teacher Reference)

**Teacher Directions: Copy the graphic below onto chart paper in advance of this lesson.**

Structure of a Short Essay
Introduction:
Focus statement:
Body: * *
Conclusion:



**Structure of a Short Essay Anchor Chart**  
(Answers, For Teacher Reference)

**Teacher Directions:** This anchor chart will be co-constructed with students, so the descriptions of each part of the essay may vary slightly from those contained below. Be sure to leave space between example boxes in the Body section and in the Conclusion box, as this anchor chart will be added to in the next half of this unit.

Structure of a Short Essay
<b>Introduction:</b> <ul style="list-style-type: none"><li>* Catches the reader’s attention and introduces the topic</li><li>* Gives background information or describes the topic</li></ul>
<b>Focus statement:</b> <p>States the focus or main idea of the essay.</p>
<b>Body:</b> <p>Supports the focus of the essay with examples and evidence and explains how each example relates to the focus.</p> <ul style="list-style-type: none"><li>* Example, Evidence, and Explanation</li></ul>
<b>Conclusion:</b> <p>Brings readers back to the focus and gives them something to think about.</p>

Adapted with permission from “The Painted Essay®” developed by Diana Leddy of Vermont Writing Collaborative. More resources can be found at [www.vermontwritingcollaborative.org](http://www.vermontwritingcollaborative.org).





Model Essay about Violet

**Prompt: How has Violet's experience running away changed her character?**

In the beginning of the novel *The Hope Chest* by Karen Schwabach, Violet runs away from her parents to find her sister Chloe. This experience changes her quite a bit. She started off uncertain of herself, but she becomes more self-confident.

For example, in the beginning of the novel, Violet followed Myrtle and looked to her to make decisions. She followed Myrtle into the Henry Street Settlement House to talk to Mr. Martin. Myrtle was also the one who convinced Violet to travel with Hobie to Washington, D.C.

Later, Violet begins to become more confident. She stops the evil Brakeman from throwing Myrtle off the train by giving him all of her money. Then she refuses to go back to her parents when Mr. Martin told her to send them a telegram.

I think that Violet will continue to become a more confident character in this novel. I think that her confidence will prepare her for challenges later in the book.



Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"

.....  
**Name:** .....

.....  
**Date:** .....

**Historical Background Information**

- **Palmer Agents:** government agents who later became the Federal Bureau of Investigation, or FBI. These agents investigated and arrested people who were considered traitors for speaking against World War I and the U.S. government.
- **Florence Kelly:** worked to stop child labor, get women the right to vote, and protect the civil rights of African Americans. She was a founder of the National Association for the Advancement of Colored People, or NAACP.
- **NAACP:** The National Association for the Advancement of Colored People was formed in 1909 to help protect the rights of all people and end racial discrimination (treating others unfairly).

Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"

Glossary	Figurative and Complex Language: Idioms and Adages
conceal (108): synonym: hide antonym: show	"send someone to the rightabout" (100): to turn someone away
disadvantages (99): isn't helpful	"get fresh" (100): to be rude
inequality (99): not equal; not the same as	"gentleman friend" (101): boyfriend
racialist (98): someone who is a racist or believes that one race is better than others	"beyond the pale (103): unacceptable or improper
radicals (110): people in favor of extreme changes in government or society	"send someone to the rightabout" (100): to turn someone away
smitten (100): struck by strong feelings of love	"get fresh" (100): to be rude
socialist (109): a person who believes that most resources and property should be shared by the community to increase economic equality	
traitor (107): a person who is disloyal to or betrays his own country	
vacated (102): left empty	



Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"

Summary Notes:	Summary:
<b>Somebody:</b>	
<b>In:</b>	
<b>Wanted:</b>	
<b>But:</b>	
<b>So:</b>	
<b>Then:</b>	



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 2: Lesson 10**

## **Writing a Short Essay about Myrtle and Discussing Character Reactions to Jim Crow**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can summarize a story, drama, or poem. (RL.4.2)

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can write a focus statement supported by evidence from the text for my essay about Myrtle.
- I can write a short essay that describes the experience of Myrtle's ride in the "colored car" in *The Hope Chest*.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape" (from homework)
- Short Essay about the Character Myrtle in *The Hope Chest*
- Text-dependent questions for Brainstorm Carousel



Writing a Short Essay about Myrtle and Discussing Character Reactions to  
Jim Crow

Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (2 minutes)</li><li>B. Sharing Homework and Engaging the Reader (8 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Writing a Focus Statement Supported by Evidence (15 minutes)</li><li>B. Writing a Short Essay about Myrtle (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Sharing Essays: Back-to-Back and Face-to-Face Protocol (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read Chapter 10 and complete notes on the Reader's Guide for <i>The Hope Chest</i>, Chapter 10: "Red and Yellow Roses" to prepare for tomorrow's assessment.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students will plan and write their essay, with support, in one sitting. This lesson is designed to build writing stamina so that students are able to write to prompts that require an extended response in a single sitting later in this unit, including the mid-unit assessment. It will also help prepare students for future on-demand assessments that require extended written responses.</li><li>• In advance: Read carefully the modeling described in Work Time A; review the Back-to-Back and Face-to-Face and Brainstorm Carousel protocols (see Appendix).</li><li>• Post: Learning targets.</li></ul>



Writing a Short Essay about Myrtle and Discussing Character Reactions to  
Jim Crow

Lesson Vocabulary	Materials
structure, reacted, introduction, body, conclusion	<ul style="list-style-type: none"> <li>• Equity sticks</li> <li>• Violet's Character anchor chart (begun in Lesson 3)</li> <li>• Other Characters' Actions anchor chart (begun in Lesson 8)</li> <li>• Structure of a Short Essay anchor chart (begun in Lesson 9)</li> <li>• Essay Prompt/Planner (from Lesson 8; one per student and one to display)</li> <li>• Document camera</li> <li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 10: "Red and Yellow Roses" (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to read the learning targets silently as you read them aloud:             <ul style="list-style-type: none"> <li>* "I can write a focus statement supported by evidence from the text for my essay about Myrtle."</li> <li>* "I can write a short essay that describes the experience of Myrtle's ride in the 'colored car' in <i>The Hope Chest</i>."</li> <li>* "I can discuss how different characters reacted to Myrtle having to ride in the Jim Crow car."</li> </ul> </li> <li>• Tell students that today they will learn how to write a focus statement for their essays, then plan and write their essays about Myrtle.</li> <li>• Ask students to give a thumbs-up, thumbs-sideways, or thumbs-down to check for understanding of the targets, with a thumbs-down for no understanding, thumbs-sideways</li> </ul>	<ul style="list-style-type: none"> <li>• If you have a group of students who struggle with writing or planning their writing, consider pulling a small group for additional support for Step 5 on the Essay Prompt/Planner.</li> </ul>





Opening (continued)	Meeting Students' Needs
<p><b>B. Sharing Homework and Engaging the Reader (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to get out their Reader's Guide for <i>The Hope Chest</i>, Chapter 9: "Mr. Martin's Escape" (from homework).</li> <li>• Tell them that today they will share their homework using the Back-to-Back and Face-to-Face protocol. Review the steps with students, and then start the protocol:             <ol style="list-style-type: none"> <li>1. Stand back-to-back with a partner. Think about what you will share.</li> <li>2. When the teacher says, "Face-to-Face," turn to face your partner.</li> <li>3. Pick someone to go first, then take turns sharing.</li> </ol> </li> <li>• Once students have shared, use <b>equity sticks</b> to cold call a few to share their summaries. Listen for them to identify each portion of the Somebody Wanted But So Then strategy in their summaries for this chapter.</li> <li>• Post the <b>Violet's Character anchor chart</b> and <b>Other Characters' Action anchor chart</b>. Ask students for suggested additions to the charts. Be sure the following is added:             <ul style="list-style-type: none"> <li>– Violet:                 <ul style="list-style-type: none"> <li>• Action: "She warns Mr. Martin that there are agents coming to arrest him" (page 103).</li> <li>• What this says about this character: "She trusts her instincts."</li> </ul> </li> <li>– Others: Miss Dexter                 <ul style="list-style-type: none"> <li>• Action: "She says segregation is a distraction from women's suffrage" (page 98).</li> <li>• What this says about her character: "She is narrow-minded or prejudiced."</li> </ul> </li> <li>– Others: Miss Kelley                 <ul style="list-style-type: none"> <li>• Action: "She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws" (page 111).</li> <li>• What this says about her character: "She is accepting and willing to work with others for what is right."</li> </ul> </li> </ul> </li> <li>• Collect students' summaries from this chapter for a formative assessment of RL.4.2.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of protocols (like Back-to-Back and Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Writing a Focus Statement Supported by Evidence (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that today you are going to give them an extended time to write their essays. Explain that being able to sit down for an extended time and write in response to a question is a skill that they will need in school, in college, and as adults in their career.</li> <li>• Post the <b>Structure of a Short Essay anchor chart</b> (from Lesson 9). Review each part of the essay and its purpose. Encourage students to use the colors to help them remember the purpose of each part: The introduction is red because it helps to catch the reader's attention and gives them background information on the topic. The focus statement, the main idea of the essay, is green because it is supported by the evidence in the body (blue and yellow). The conclusion is a synthesis of the evidence in the body paragraph and restates the focus, so it is also green.</li> <li>• Tell students that their next step is to finish planning and then write their essays. On the bottom of the Structure of a Short Essay anchor chart, add and explain these writing tips: <ul style="list-style-type: none"> <li>* "Read the prompt carefully and annotate or rewrite it in your own words. Do you understand the prompt?"</li> <li>* "Check your essay plan against the prompt before you start writing. Did you include everything that the prompt requires?"</li> </ul> </li> <li>• Explain that it is very important to understand the prompt thoroughly and to use it to check yourself during the writing process. Remind students that they have already discussed the meaning of the prompt in Lessons 8 and 9, but today they will have a chance to check their planning against the prompt and reread their finished essays and check these against the prompt as well.</li> <li>• Tell students that before they begin, you would like to model how to write a focus statement.</li> <li>• Display Step 4 of the <b>Essay Prompt/Planner</b> using a <b>document camera</b>. Model using a think-aloud to show students how to examine the evidence they have collected to write a focus statement.</li> <li>• Read the evidence you have on your displayed planner and think aloud: <ul style="list-style-type: none"> <li>* "So when I was reading Chapter 8, I noticed that people did a lot of mean things to Myrtle as she walked back to ride in the Jim Crow car." <ul style="list-style-type: none"> <li>• Point out this recorded evidence: Myrtle was laughed at when she fell (page 91), and the conductor shoves Myrtle and she can't open the door and begins to cry (page 92).</li> </ul> </li> <li>* "But I also noticed that she was strong, because she did not show people she was angry and she refused to give up hope on being able to vote in the future." <ul style="list-style-type: none"> <li>• Point out this recorded evidence: Myrtle refuses to show people she is angry that they are laughing (page 91), and she tells the old woman she sits next to that she will vote when she grows up (page 97).</li> </ul> </li> </ul> </li> </ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Turn your planner over to Step 5 and remind students that the focus statement should answer the prompt: “How did riding in the Jim Crow car affect Myrtle?”<ul style="list-style-type: none"><li>* “Based on this evidence, I think Myrtle was upset by the experience but was able to remain strong. So I think my focus statement will be: ‘Myrtle was upset by having to ride in the Jim Crow car, but she remained strong anyway.’”</li></ul></li><li>• Record this focus statement on your planner.</li><li>• Show students where they should record the evidence that supports their focus statement in the Body box.</li><li>• Reread the prompt for students and demonstrate checking your focus statement to see that it fully answers the prompt.</li><li>• Ask students to restate the steps you took to write your focus statement.</li><li>• Distribute students’ <b>Essay Prompt/Planner</b> (taken up for assessment in Lesson 9) and ask them to get together with their triads. Give students 5 minutes to write their own focus statements and select the evidence they will use in the body of their essays.</li><li>• Circulate to support students. It is likely that they will have similar focus statements. This is acceptable and appropriate, as they are basing their work on the model and drawing from the same pool of evidence. On the mid-unit assessment and later in the unit, students will take on more responsibility for creating their focus statements independently.</li><li>• Ask for a few volunteers to share their focus statements and evidence. Be sure to point out how these examples answer the prompt and are supported by evidence from the text.</li></ul>	
<p><b>B. Writing a Short Essay about Myrtle (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they will have 30 minutes to plan and write their essays and that they should use the Writing a Short Essay anchor chart to help guide them.</li><li>• Release students to continue planning and writing their essays independently.</li><li>• Circulate and support them in checking their plans against the prompt before they begin to write their essays.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing Essays: Back-to-Back and Face-to-Face Protocol (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students for another round of Back-to-Back and Face-to-Face to share their writing. Ask them to bring their finished essay and get back with their partner from the beginning of the lesson.</li><li>• Once students are back-to-back with their partners, ask them to reread their own essay silently and think about:<ul style="list-style-type: none"><li>* “Which part of your essay are you most proud of—the introduction, focus statement and evidence, or conclusion? Why?”</li></ul>Give students a few minutes to reread and think about their response.</li><li>• Next, explain that when you give the signal, they will turn face-to-face to take turns reading their essay to their partners. They should also share which part of the essay they are most proud of and why.</li><li>• Collect students' essays to give feedback on their focus statements and use of evidence. Students will read this feedback before taking their mid-unit assessment.</li><li>• Distribute the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 10: “Red and Yellow Roses”</b> for homework. Explain that this homework will help them to prepare for an on-demand assessment of their ability to infer about characters and events in Chapter 10. Point out that there is no section for a summary statement in this Reader's Guide, because they will write a summary during tomorrow's assessment.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 10 and complete notes on the Reader's Guide for <i>The Hope Chest</i>, Chapter 10: “Red and Yellow Roses” to prepare for tomorrow's assessment. Reread as you take notes.</li></ul> <p><i>Note: Give feedback to students on their essays from today's lesson. Target your feedback to the focus statement and use of evidence only.</i></p>	



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# Grade 4: Module 4: Unit 2: Lesson 10

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"  
Answers, For Teacher Reference

**Historical Background Information**

- **Palmer Agents:** government agents who later became the Federal Bureau of Investigation, or FBI. These agents investigated and arrested people who were considered traitors for speaking against World War I and the U.S. government.
- **Florence Kelly:** worked to stop child labor, get women the right to vote, and protect the civil rights of African Americans. She was a founder of the National Association for the Advancement of Colored People, or NAACP.
- **NAACP:** The National Association for the Advancement of Colored People was formed in 1909 to help protect the rights of all people and end racial discrimination (treating others unfairly).



Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"

Glossary	Figurative and Complex Language: Idioms and Adages
<b>conceal</b> (108): synonym: hide antonym: show	"send someone to the rightabout" (100): to turn someone away
<b>disadvantages</b> (99): isn't helpful	"get fresh" (100): to be rude
<b>inequality</b> (99): not equal; not the same as	"gentleman friend" (101): boyfriend
<b>racialist</b> (98): someone who is a racist or believes that one race is better than others	"beyond the pale" (103): unacceptable or improper
<b>radicals</b> (110): people in favor of extreme changes in government or society	
<b>smitten</b> (100): struck by strong feelings of love	
<b>socialist</b> (109): a person who believes that most resources and property should be shared by the community to increase economic equality	
<b>traitor</b> (107): a person who is disloyal to or betrays his own country	
<b>vacated</b> (102): left empty	



Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"

Summary Notes:	Summary:
<b>Somebody:</b> Violet	<p>Violet is with the rest of the suffragists on a train heading to Nashville, but Myrtle had to ride with the other colored people in the last train car. When Violet got back from taking Myrtle food, there were federal agents in the suffragists' car looking for Mr. Martin. They said he was a Bolshevik and was against the United States. Violet was able to warn him about the agents, so he escaped by jumping off the train. The agents were very angry and told the suffragists that they could get into a lot of trouble for helping him.</p>
<b>In:</b> the train heading to Tennessee	
<b>Wanted:</b> to bring Myrtle food	
<b>But:</b> When she got back to the suffragists' train car, there were federal agents looking for Mr. Martin, saying he was a Bolshevik and against the United States.	
<b>So:</b> Violet warned him that they were looking for him so he could jump off the train and get away.	
<b>Then:</b> The agents warned the suffragists that they could get in trouble if they protected him. They didn't care.	





Violet's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none"><li>1. She stood up to her parents (pages 1–4).</li><li>2. She made quilt squares for French orphans (pages 9 and 10).</li><li>3. She ran away from home (pages 18 and 19).</li><li>4. She gave money to the brakeman to free Myrtle (page 58).</li><li>5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).</li><li>6. <b>She warns Mr. Martin that there are agents coming to arrest him (page 103).</b></li></ol>	<ol style="list-style-type: none"><li>1. She is a strong-willed girl.</li><li>7. She is compassionate and wants to help others.</li><li>8. She is unhappy enough to leave home and not care that her parents might worry.</li><li>9. She is generous and protective of her friends.</li><li>10. She cares for her friends but is used to following the rules.</li><li>11. <b>She trusts her instincts.</b></li></ol>



Others' Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

**Be sure to save room for additions to Mr. Martin's section of this anchor chart.**

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none"><li>1. He made Violet send her parents a telegram saying that she was OK (page 78).</li><li>2. He joined the Children's Crusade (page 81).</li><li>3. He stands up for Myrtle when she is told to ride in the "colored car" (page 87).</li></ol>	<ol style="list-style-type: none"><li>1. He feels responsible for others.</li><li>2. He is adventurous and believes that actions make a difference.</li><li>3. He stands up for what he thinks is right and defends others against injustice.</li></ol>
Miss Dexter	<ol style="list-style-type: none"><li>1. <b>She says segregation is a distraction from women's suffrage (page 98).</b></li></ol>	<ol style="list-style-type: none"><li>1. <b>She is narrow-minded or prejudiced.</b></li></ol>
Miss Kelley	<ol style="list-style-type: none"><li>1. <b>She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws (page 111).</b></li></ol>	<ol style="list-style-type: none"><li>1. <b>She is accepting and willing to work with others for what is right.</b></li></ol>



Short Essay Prompt/Planner  
(For Teacher Reference)

How did riding in the Jim Crow car (“colored car”) affect Myrtle? After reading Chapter 8, write a short essay answering the question above. Use at least two details from the text to support your answer.

**Step 1**

Read *The Hope Chest*, Chapter 8: “In the Jim Crow Car” and summarize it in your Reader’s Guide.

**Step 2**

Reread the text and use evidence flags to mark details that describe Myrtle’s thoughts, feelings, or what happened to her as a result of riding in the Jim Crow car.

**Step 3**

Talk with your reading triad. Share your thoughts on how Myrtle was affected by riding in the Jim Crow car. Share your evidence.

**Step 4**

Review your evidence flags in Chapter 8 and record four details from the text that describe how Myrtle was affected by riding in the Jim Crow car.

Details:

1. **Myrtle was laughed at when she fell (page 91).**
2. **Myrtle refuses to show people she is angry that they are laughing (page 91).**
3. **The conductor shoves Myrtle and she can’t open the door and begins to cry (page 92).**
4. **Myrtle tells the old woman she sits next to that she will vote when she grows up (page 97).**



Short Essay Prompt/Planner  
(For Teacher Reference)

**Step 5** Plan and write your short essay.

<b>Introduction should include:</b>
<ul style="list-style-type: none"><li>• The chapter number, title of the book, and author:</li><li>• An explanation of what the Jim Crow car is and why Myrtle had to ride in it:</li></ul>
<b>Focus statement:</b> Restate the prompt and provide an answer:  _____  _____  _____
<b>Body should include:</b>
<ul style="list-style-type: none"><li>• Two or three <b>examples</b> from the text that support your answer. 1. 2. 3.</li></ul>
<b>Conclusion should include:</b>
<ul style="list-style-type: none"><li>• Summarize your answer to the prompt:</li><li>• What readers can infer about the type of character Myrtle is:</li></ul>



Possible Response for the Essay about Myrtle  
For Teacher Reference

**How did riding in the Jim Crow car affect Myrtle?**

In Chapter 8 of *The Hope Chest* by Karen Schwabach, Myrtle is forced to ride in the Jim Crow car. During this time period, blacks were not allowed to ride in other cars. Jim Crow laws said that blacks had to be separate from whites. Myrtle is upset and hurt, but she is able to stay strong through this experience.

For example, when she walks back, she falls and is laughed at by some white people. A conductor also shoves her, and when she can't open a door she starts to cry. But Myrtle acts strong too. She doesn't show that she is upset when people are mean to her, and she even tells the woman she sits next to that she will vote when she grows up.

Having to ride in the Jim Crow car was upsetting to Myrtle, but I think she is strong. And being strong will help her in the future, especially if she is going to fight for the right to vote when she grows up.



Reader's Guide for *The Hope Chest*, Chapter 10: "Red and Yellow Roses"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Historical Background Information**

- **Streetcars:** electric trams that run on tracks in cities. The most famous streetcars can still be found in New Orleans and San Francisco.
- **Vaudeville:** one of the most popular types of entertainment in North America. It was a variety of entertainment that was popular from the late 1800s to the 1930s. Acts included musicians, dancers, comedians, trained animals, and magicians, to name a few.
- **Confederates:** people who supported the Confederate States of America, the Southern states during the Civil War
- **Seth Walker:** He was speaker of the Tennessee House in 1918 when the vote for ratification of the 19th Amendment was successful.

**Glossary**

arbitrated (113): judged; decided

mezzanine (125): a low-storied floor in between two full floors of a building, sometimes serving as a balcony

acquaintance (122): awareness; knowledge of

succession (123): sequence

forthright (115):  
synonym: direct; outspoken  
antonym: sneaky

unscrupulous (124): lacking concern for honesty, fairness, or what's right  
synonym: shameless  
antonym: honest

ledger (126): a book used to record all of the financial transactions of a business



Reader's Guide for *The Hope Chest*, Chapter 10: "Red and Yellow Roses"

Summary Notes:	Summary:
<b>Somebody:</b>	
<b>In:</b>	
<b>Wanted:</b>	
<b>But:</b>	
<b>So:</b>	
<b>Then:</b>	



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## **Grade 4: Module 4: Unit 2: Lesson 11**

**Mid-Unit Assessment:** Reading and Answering  
Questions about a New Chapter of *The Hope Chest*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can make inferences using specific details from text. (RL.4.1)

I can summarize a story, drama, or poem. (RL.4.2)

I can describe a story's characters, setting, or events using details from the text. (RL.4.3)

I can use context to help me determine what a word or phrase means. (L.4.4)

I can analyze figurative language, word relationships, and slight differences in word meanings. (L.4.5)

I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

Supporting Learning Targets

- I can describe what happened to Violet in a chapter from *The Hope Chest* using details from the text.
- I can summarize a chapter from *The Hope Chest*.
- I can write a short essay about Violet supported by evidence from the text.

Ongoing Assessment

- Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of *The Hope Chest*
- Tracking My Progress, Mid-Unit 2 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening <ol style="list-style-type: none"> <li>Reviewing Learning Targets (5 minutes)</li> <li>Reading Feedback on Focus Statements and Evidence in Short Essay about Myrtle (5 minutes)</li> </ol> </li> <li>Work Time <ol style="list-style-type: none"> <li>Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> (45 minutes)</li> </ol> </li> <li>Closing and Assessment <ol style="list-style-type: none"> <li>Tracking My Progress (5 minutes)</li> </ol> </li> <li>Homework <ol style="list-style-type: none"> <li>Read Chapter 11 (pages 128–145), then record summary notes and a summary at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 11: “Finding Chloe.”</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>In this assessment, students read a new chapter from the novel <i>The Hope Chest</i>, then summarize and answer a series of questions, including an extended response essay question. The extended response portion of this assessment is designed to be a formative assessment of W.4.2 and W.4.9. A summative assessment of these standards will take place in the second half of this unit. The short essay in this assessment should serve to inform instruction on these standards in the next half of the unit.</li> <li>The chapter read for this assessment is about 14 pages long. Though students have read this chapter in advance for homework, it may take some longer than others to reread it.</li> <li>This, in addition to the short essay question in Part 3 of the assessment, may require this assessment to be split into two separate sessions, with Parts 1 and 2 in one session and Part 3 in another.</li> <li>Be prepared to return students’ essays from Lesson 10 with feedback on the focus statement and use of evidence.</li> <li>Post: Learning targets.</li> </ul>

Lesson Vocabulary	Materials
summarize, describe, infer	<ul style="list-style-type: none"> <li>Essays about Myrtle (from Lesson 10)</li> <li><i>The Hope Chest</i> (book; one per student)</li> <li>Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> (one per student)</li> <li>Structure of a Short Essay anchor chart (from Lesson 9)</li> <li>Mid-Unit Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> (answers, for teacher reference)</li> <li>Tracking My Progress, Mid-Unit 2 recording form (one per student)</li> <li>Reader’s Guide for <i>The Hope Chest</i>, Chapter 11: “Finding Chloe” (one per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Draw students' attention to the learning targets:<ul style="list-style-type: none"><li>– “I can describe what happened to Violet in a chapter from <i>The Hope Chest</i> using details from the text.”</li><li>– “I can summarize a chapter from <i>The Hope Chest</i>.”</li><li>– “I can write a short essay about Violet supported by evidence from the text.”</li></ul></li><li>• Ask students to get with their reading triad. When they have formed their groups, ask them to each take a target to read and share with the group. Tell them that when they read their target to their group, they should also explain what they think it means. The triad should discuss anything they find confusing about the target. Give students 3 minutes to discuss the targets.</li><li>• Cold call a student to read and explain each of the targets. Clarify as needed. Remind students that they have been summarizing each chapter and keeping track of how characters in the book are affecting others and what this says about their character. Explain that this practice will help them meet the learning targets and do well on the assessment.</li></ul>	
<p><b>B. Reading Feedback on Focus Statements and Evidence in Short Essay about Myrtle (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain that you have given students feedback on the essays they wrote in Lesson 10 about Myrtle. Tell them that this feedback focuses specifically on their focus statements and use of evidence from the text. Explain that in the assessment for today, they will write another short essay, and it is this part of their essays that you will evaluate. Tell them that they should do their best to write a good introduction and conclusion and to follow conventions, but that these will not be the focus of your evaluation.</li><li>• Distribute students' <b>Essays about Myrtle</b> with your feedback. Ask students to read the feedback and raise their hand if they have a question. Note students who have questions and pull them as a small group to address the questions before giving them the mid-unit assessment.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> (45 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their text <i>The Hope Chest</i>. Distribute the Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> to each student.</li><li>• Remind them of the importance of reading the text several times. Point out the directions at the top of the assessment:<ol style="list-style-type: none"><li>1. Reread Chapter 10 from <i>The Hope Chest</i>: “Yellow and Red Roses” (pages 113–127).</li><li>2. For Part 1: Answer questions using details from the text.</li><li>3. For Part 2: Write a summary of the chapter.</li><li>4. For Part 3: Write a short essay to answer a prompt about Violet. Use details from the text in your answer.</li></ol></li><li>• Clarify directions as needed. Post the <b>Structure of a Short Essay anchor chart</b>. Explain that this assessment contains a short essay and students should use this anchor chart as a resource while they write. Reassure them that there are no “tricks” to this assessment. It is just what they have been doing in class, only with a new chapter.</li><li>• Give students 45 minutes to work. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text for their assessment? This information can be helpful in preparing them for future assessments and standardized tests.</li><li>• If students finish the assessment early, consider allowing them to start their homework for this lesson: “Read Chapter 11 and complete the summary notes in your <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 11: “Finding Chloe.”</b></li></ul>	<ul style="list-style-type: none"><li>• For students who struggle to read grade-level text or read slowly, consider allowing additional time for the reading portion of this assessment.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>Ask students to reflect on the learning targets and then record their progress using the <b>Tracking My Progress Mid-Unit 2 recording form</b>:<ul style="list-style-type: none"><li>“I can describe what happened to Violet in a chapter from <i>The Hope Chest</i> using details from the text.”</li><li>“I can summarize a chapter from <i>The Hope Chest</i>.”</li><li>“I can write a short essay about Violet supported by evidence from the text.”</li></ul></li><li>Collect the Tracking My Progress recording forms and review them before the next lesson. This will help you determine which students will need further support with these learning targets as the class moves into the second half of the unit. Consider conferring with students in the coming days to check for understanding or elicit their opinions on how to best support them in determining main ideas and summarizing an informational text.</li></ul>	<ul style="list-style-type: none"><li>If more time is needed for the assessment, consider having students complete Tracking My Progress when the graded assessment is handed back to them.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Read Chapter 11 (pages 128–145), then record summary notes and a summary at the bottom of the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 11: “Finding Chloe.”</b> Reread as you take notes.</li></ul> <p><i>Note: Part 3 of this assessment is designed to be a formative assessment of W.4.2 and W.4.9. The short essay in this assessment should serve to inform instruction on these standards in the next half of the unit. A summative assessment of these two standards will take place in the second half of this unit.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 2: Lesson 11

## Supporting Materials



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**Mid-Unit 2 Assessment:**

Reading and Answering Questions about a New Chapter of *The Hope Chest*

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**Name:**

\_\_\_\_\_  
**Date:**

**Directions:**

1. Reread Chapter 10 from *The Hope Chest*: “Yellow and Red Roses” (pages 113–127).
2. For Part 1: Answer questions using details from the text.
3. For Part 2: Write a summary of the chapter.
4. For Part 3: Write a short essay to answer a prompt about Violet. Use details from the text in your answer.

**Part 1: Answer questions using details from the text.**

5. On page 114, the text says, “Violet wondered why Miss Dexter was able to imagine such a perfect world and not imagine a place for Myrtle in it.” Based on this, how would Violet most likely describe Miss Dexter?  
  
A) Miss Dexter is creative.  
B) Miss Dexter is smart.  
C) Miss Dexter is forgetful.  
D) Miss Dexter is unkind.
6. On page 114, the text says that Miss Kelly “heaped a liberal handful of raisins on top” of Myrtle’s oatmeal and said, “Better give her some extra; injustice makes a girl hungry.” What can you infer Miss Kelly meant by this?  
  
A) Myrtle was starving.  
B) Myrtle was treated unfairly.  
C) Myrtle was unlucky.  
D) Myrtle was greedy.

Mid-Unit 2 Assessment:  
Reading and Answering Questions about a New Chapter of *The Hope Chest*

**Use this passage from page 115 to answer Questions 3 and 4:**

“They’re sending him home from France. He’s supposed to be shipped to Chattanooga today.”

Violet thought that was a funny way of putting it, and then she looked at the piece of black cloth in her hand and a thought struck her.

“Is your son ... Did he ...”

“Yes,” said the woman. “Put that on my arm, would you my dear? It’s supposed to be my mourning.”

3. What was the thought that “struck” Violet?
  - A) The woman’s son died in the war.
  - B) The woman’s son was coming home to visit.
  - C) The woman’s son missed his family.
  - D) The woman’s son quit being a soldier.
4. What is the meaning of the word *mourning* as it is used in the passage?
  - A) sadness and grief
  - B) black worn when a loved one dies
  - C) the beginning of the day
  - D) a piece of cloth

**Answer these questions about the text:**

5. What happened as a result of Violet speaking with the pregnant woman?
  - A) She felt sorry for the woman.
  - B) She was glad that her brother came home.
  - C) She decided that war was wrong.
  - D) She understood why the Suffrs were fighting.



Mid-Unit 2 Assessment:

Reading and Answering Questions about a New Chapter of *The Hope Chest*

6. Which line from the text helps you infer the answer to Question 5?
- A) “Are you all right?” Violet asked.
  - B) Suddenly Violet understood why all these women were riding to Nashville on a train.
  - C) “My brother was in France too,” Violet said. “But he came back,” Violet added apologetically.
  - D) Violet was just about to repeat what Miss Dexter had said, that the human race had outgrown war ...
7. On page 126, the desk clerk says, “That’s the Speaker of the Tennessee House, Seth Walker. He was one of the Suffs’ strongest supporters. If he’s turned coat, I don’t see how they can win.” What does “turned coat” mean?
- A) He is staying at the hotel.
  - B) He has switched to being an Anti.
  - C) He is upset.
  - D) He is leaving the hotel.
8. Which line from the text helps you understand the meaning of “turned coat”?
- A) “You mean he changed sides?”
  - B) “How ... dare you?”
  - C) The clerk opened his ledger and ran his finger down it.
  - D) Mr. Walker jammed his panama hat on his head, spun on his heel, and stalked out.
9. In the text, the author describes the scene when Violet arrives at the Hermitage Hotel: “ten stories high and mobbed, the crowd pouring out the grand entry way onto the street.” What word best describes the scene?
- A) boring
  - B) beautiful
  - C) crowded
  - D) warm



**Mid-Unit 2 Assessment:**

Reading and Answering Questions about a New Chapter of *The Hope Chest*

**Part 2: Write a summary of the chapter. Use the notes from your Reader's Guide for Chapter 10, completed as homework, to help you write your summary.**

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## Mid-Unit 2 Assessment:

## Reading and Answering Questions about a New Chapter of *The Hope Chest*

**Part 3: Write a short essay to answer the following prompt about the text.** Use evidence from Chapter 10 of *The Hope Chest* to support your answer.

How does Violet's thinking about the Women's Suffrage Movement change in this chapter? What caused this change?

[illegible]



**Mid-Unit 2 Assessment:**

Reading and Answering Questions about a New Chapter of *The Hope Chest*  
(Answers, For Teacher Reference)

**Standards Assessed:** RL.4.1-Questions 1, 2, 3, 5, and 6; RL.4.2-Part 2; RL.4.3-Questions 1, 9, 5, 6 and Part 3; L.4.4-Question 4; L.4.5-Questions 7 and 8; W.4.2 and W.4.9-Part 3.

**Part 1: Answer questions using details from the text.**

1. On page 114, the text says, “Violet wondered why Miss Dexter was able to imagine such a perfect world and not imagine a place for Myrtle in it.” Based on this, how would Violet most likely describe Miss Dexter?  
  - A) Miss Dexter is creative.
  - B) Miss Dexter is smart.
  - C) Miss Dexter is forgetful.
  - D) Miss Dexter is unkind.**
  
2. On page 114, the text says that Miss Kelly “heaped a liberal handful of raisins on top” of Myrtle’s oatmeal and said, “Better give her some extra; injustice makes a girl hungry.” What can you infer Miss Kelly meant by this?  
  - A) Myrtle was starving.
  - B) Myrtle was treated unfairly.**
  - C) Myrtle was unlucky.
  - D) Myrtle was greedy.



**Mid-Unit 2 Assessment:**

Reading and Answering Questions about a New Chapter of *The Hope Chest*  
(Answers, For Teacher Reference)

**Use this passage from page 115 to answer Questions 3 and 4:**

“They’re sending him home from France. He’s supposed to be shipped to Chattanooga today.”

Violet thought that was a funny way of putting it, and then she looked at the piece of black cloth in her hand and a thought struck her.

“Is your son ... Did he ...”

“Yes,” said the woman. “Put that on my arm, would you my dear? It’s supposed to be my mourning.”

3. What was the thought that “struck” Violet?

- A) The woman’s son died in the war.**
- B) The woman’s son was coming home to visit.
- C) The woman’s son missed his family.
- D) The woman’s son quit being a soldier.

4. What is the meaning of the word *mourning* as it is used in the passage?

- A) sadness and grief
- B) black worn when a loved one dies**
- C) the beginning of the day
- D) a piece of cloth

**Answer these questions about the text:**

5. What happened as a result of Violet speaking with the pregnant woman?

- A) She felt sorry for the woman.
- B) She was glad that her brother came home.
- C) She decided that war was wrong.
- D) She understood why the Suffs were fighting.**

Mid-Unit 2 Assessment:

Reading and Answering Questions about a New Chapter of *The Hope Chest*  
(Answers, For Teacher Reference)

6. Which line from the text helps you infer the answer to Question 5?
- A) “Are you all right?” Violet asked.
  - B) Suddenly Violet understood why all these women were riding to Nashville on a train.**
  - C) “My brother was in France too,” Violet said. “But he came back,” Violet added apologetically.
  - D) Violet was just about to repeat what Miss Dexter had said, that the human race had outgrown war ...
7. On page 126, the desk clerk says, “That’s the Speaker of the Tennessee House, Seth Walker. He was one of the Suff’s strongest supporters. If he’s turned coat, I don’t see how they can win.” What does “turned coat” mean?
- A) He is staying at the hotel.
  - B) He has switched to being an Anti.**
  - C) He is upset.
  - D) He is leaving the hotel.
8. Which line from the text helps you understand the meaning of “turned coat”?
- A) “You mean he changed sides?”**
  - B) “How ... dare you?”
  - C) The clerk opened his ledger and ran his finger down it.
  - D) Mr. Walker jammed his panama hat on his head, spun on his heel, and stalked out.



**Mid-Unit 2 Assessment:**

Reading and Answering Questions about a New Chapter of *The Hope Chest*  
(Answers, For Teacher Reference)

9. In the text, the author describes the scene when Violet arrives at the Hermitage Hotel: “ten stories high and mobbed, the crowd pouring out the grand entry way onto the street.” What word best describes the scene?
- A) boring
  - B) beautiful
  - C) crowded**
  - D) warm

**Part 2: Write a summary of the chapter. Use the notes from your Reader’s Guide for Chapter 10, completed as homework, to help you write your summary.**

**\*Possible Answer:**

*In Chapter 10, Violet is on the train to Nashville. She goes to give Myrtle some breakfast and meets a woman. The woman’s son died in the war, and Violet understands why the suffragists want to vote. Then she sees Mr. Martin and a man following him in the train station. She wants to warn him that he is being followed, but the train is leaving. She thinks she sees Myrtle run after him. When she gets to Nashville, Myrtle isn’t there. Then she ends up going to a hotel where there are lots of Suffs and Antis, but her sister is not there.*



**Mid-Unit 2 Assessment:**

Reading and Answering Questions about a New Chapter of *The Hope Chest*  
(Answers, For Teacher Reference)

**Part 3: Write a short essay to answer the following prompt about the text.** Use evidence from Chapter 10 of *The Hope Chest* to support your answer.

How does Violet's thinking about the Women's Suffrage Movement change in this chapter? What caused this change?

**Possible Answer:**

*In Chapter 10 of The Hope Chest, Violet changes her mind about the Women's Suffrage Movement. Before Chapter 10, she didn't think much about why the suffragists were doing what they were doing, but now she understands why so many women are fighting for the right to vote.*

*When Violet gets off the train to give Myrtle some breakfast, she sees a woman fall. She stops to help her, and they talk about the war. The woman's son was killed in the war. After talking to the woman, Violet realizes why the suffragists are going to Nashville. It is so men won't make all the decisions, like going to war.*

*After meeting this woman, Violet changed from not having an opinion about voting to being a suffragist like her sister.*





Tracking My Progress, Mid-Unit 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:** I can describe what happened to Violet in a chapter from *The Hope Chest* using details from the text.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 2

**Learning target:** I can summarize a chapter from *The Hope Chest*

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 2

**Learning target:** I can write a short essay about Violet supported by evidence from the text.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Reader's Guide for *The Hope Chest*, Chapter 11: "Finding Chloe"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Historical Background Information**

**Glossary**

**Figurative and Complex Language: Idioms and Adages**

accommodate (131): have room for

"He no longer **hearkens to the cry** of the suffrage siren." (134): He no longer thinks about what the suffragists are saying.

companion (128): friend

"There's plenty of gold **in the kitty**." (136): There's plenty of money collected for a particular purpose.

disbelief (131): amazement

"ride herd" (136): to keep a close watch or control over

justify (139): defend; explain

"having the presence of mind" (138): the ability to act sensibly, quickly, and appropriately

righteously (134): smugly; self-importantly

"ax has been hanging over his head" (142): Something bad is about to happen.



Reader's Guide for *The Hope Chest*, Chapter 11: "Finding Chloe"

Summary Notes:	Summary:
<b>Somebody:</b>	
<b>In:</b>	
<b>Wanted:</b>	
<b>But:</b>	
<b>So:</b>	
<b>Then:</b>	



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 2: Lesson 12**

## **Summarizing *The Hope Chest* Chapters 7–11 and Interpreting and Creating Cover Art**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can explain what a text says using specific details from the text. (RL.4.1)
- I can make inferences using specific details from text. (RL.4.1)
- I can summarize a story, drama, or poem. (RL.4.2)
- I can make connections between a text and the text's visuals. (RL.4.7)

**Supporting Learning Targets**

- I can make connections between a text and an artist's interpretation of the text through cover art from *The Hope Chest*.
- I can summarize the events of Chapters 7–11 of *The Hope Chest*.
- I can interpret the events so far in *The Hope Chest* by creating a new cover.

**Ongoing Assessment**

- Reader's Guide for *The Hope Chest*, Chapter 11: "Finding Chloe" (from homework)
- Story Map and Summary: *The Hope Chest* Chapters 7–11
- Cover Art Analysis sheet



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Reviewing Learning Targets (5 minutes)</li> <li>B. Engaging the Reader (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Analyzing an Artist’s Interpretation of Violet: Making Connections to the Cover of <i>The Hope Chest</i> (15 minutes)</li> <li>B. Summarizing Chapters 7–11 Using a Story Map (20 minutes)</li> <li>C. Interpreting the Events of <i>The Hope Chest</i> to Create a New Cover (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Sharing (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read Chapter 12 and complete the Reader’s Guide for <i>The Hope Chest</i>, Chapter 12: “Violet Spies.” Reread as you take notes</li> <li>B. Optional: Finish your new cover art for <i>The Hope Chest</i>.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students summarize Chapters 7–11 by reviewing the chapter summary statements and organizing their thinking in a Story Map, as they did in Lesson 7.</li> <li>• This lesson acts as a turning point for the instructional focus of this unit, moving from analysis of story elements (characters, setting, and events) of <i>The Hope Chest</i> to determining a central theme of the novel and analysis of the development of this theme throughout the remainder of the text. During this half of the unit, students will gather evidence and plan an essay related to the central theme, “making a difference.”</li> <li>• Also in this lesson, students analyze an artist’s interpretation of Violet by making connections between the cover of the novel and the text. Note that there are two versions of the cover for this novel. Your class may have one version, the other, or both. Be sure to use ONLY the cover image in the supporting materials for this lesson. The students will be asked to do a similar analysis of the other version of the cover on the end of unit assessment.</li> <li>• Unlike the routine of previous lessons, in which homework was reviewed in the Opening, in this lesson homework will be reviewed as a part of Work Time B, as it directly supports students in creating their Story Maps.</li> <li>• In advance: Review Lesson 7 of this unit, as Work Time A is a continuation of the Story Map structure in this lesson; write Back-to-Back and Face-to-Face directions on the board (or display the copy in the supporting materials); review the Back-to-Back and Face-to-Face protocol (Appendix).</li> <li>• Post: Learning targets.</li> </ul>





Summarizing *The Hope Chest* Chapters 7–11 and Interpreting and Creating  
Cover Art

Lesson Vocabulary	Materials
summarize	<ul style="list-style-type: none"><li>• <i>The Hope Chest</i> cover art (Version 1; one to display)</li><li>• Document camera</li><li>• Cover Art Analysis sheet (one per student)</li><li>• Green colored pencils (as needed)</li><li>• Equity sticks</li><li>• Story Map and Summary: <i>The Hope Chest</i> Chapters 7–11 (one per student)</li><li>• Back-to-Back and Face-to-Face directions (one to display, if you choose not to write them on the board)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 12: "Violet Spies" (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask for a few volunteers to read the learning targets aloud:<ul style="list-style-type: none"><li>* “I can make connections between a text and an artist’s interpretation of the text through cover art from <i>The Hope Chest</i>.”</li><li>* “I can summarize the events of Chapters 7–11 of <i>The Hope Chest</i>.”</li><li>* “I can interpret the events so far in <i>The Hope Chest</i> by creating a new cover.”</li></ul></li><li>• Tell students that they have reached the halfway point of <i>The Hope Chest</i>. Congratulate them on their perseverance with reading and analyzing such a challenging novel. Explain that in the next half of the novel, they will begin to dig deeper into the text to look for possible messages or lessons that appear in the story. To prepare for this analysis, they will analyze some artwork created for the cover of the book, review the events of the novel thus far, and create their version of the cover for the book.</li><li>• Ask students for a quick thumbs-up if the targets are clear, thumbs-sideways if they are somewhat clear, or thumbs-down if they do not understand the targets. Determine from this check whether any of the targets needs clarification.</li></ul>	
<p><b>B. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to join their reading triads and discuss:<ul style="list-style-type: none"><li>* “If you were asked to create a new cover for <i>The Hope Chest</i>, what would it look like and why?”</li></ul></li><li>• Give triads a few minutes to discuss and then ask a few volunteers to share their answers with the class. Tell students that the class will revisit this question at the end of the lesson.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Analyzing an Artist's Interpretation of Violet: Making Connections to the Cover of <i>The Hope Chest</i> (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that they have learned a lot about Violet's character in <i>The Hope Chest</i>. Explain that the artwork of book covers is an artistic interpretation of the text. Most of the time, the art contains pictures and symbols from the story.</li> <li>• Remind students that before they read the novel, they examined the cover and read the back of the book so that they could get an idea of what the novel would be about. Tell them that today you would like them to examine a piece of artwork to see if they can make connections between the art and the events of the story.</li> <li>• Display <b><i>The Hope Chest</i> Cover Art</b> (Version 1) using the <b>document camera</b>. Explain this is only one version of the book's cover art. Go on to explain that this version will be the focus of their analysis today, and the other version will be analyzed in a later lesson.</li> <li>• Distribute a <b>Cover Art Analysis sheet</b> to each student and ask them to work with their triad to answer Question 1 using evidence from the text.</li> <li>• Circulate and, if needed, support students in finding evidence or prompt them with this question: <ul style="list-style-type: none"> <li>* "What is the significance of the yellow rose in the girl's hair?"</li> </ul> </li> <li>• Give students 10 minutes to reread and answer the question. Call on a few triads to share their analysis and connections to the text. Listen for them to connect the image in the artwork to the main character, Violet, and the yellow rose to the suffragist cause. Students may also comment that Violet is likely wearing the rose because she has decided to become a suffragist in Chapter 9.</li> <li>• Congratulate students on their connections between the artwork and the text. Explain that after they have created their Story Maps of chapters 7–11, they will be able to create their own cover for the novel based on the events so far.</li> <li>• Ask them to hold on to their Cover Art Analysis sheets to complete after the Story Mapping.</li> </ul>	<ul style="list-style-type: none"> <li>• Students may have a different version of the cover art on their books (with Violet and Myrtle), but the version in the supporting materials of this lesson is the focus for this analysis. The version with Violet and Myrtle will be used on the end of unit assessment to assess RL.4.7.</li> <li>• Some students may benefit from having access to "hint cards," small slips of paper or index cards that they turn over for hints about how/where to find the answers to text-dependent questions.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Summarizing Chapters 7–11 Using a Story Map (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students what they were expected to do for homework: “Read Chapter 11 and complete the summary notes and summary statement in your Reader’s Guide.”</li><li>• Ask students to share their summary notes and statement with their reading triad. Encourage them to revise their statements for clarity based on their conversation, using a <b>green colored pencil</b>.</li><li>• Use <b>equity sticks</b> to cold call one or two triads to share their summary statements. Listen for summaries similar to: “While staying at the Hermitage Hotel, Violet wanted to find something to eat and hopefully find Chloe while she was at it. After trying several places, she finally found free food in an Antis’ meeting. No one paid any attention to her, so she was able to hear everything they were saying. She heard them say that they were bribing people to vote their way and that something big was going to happen the next day when the legislators voted. As soon as she walked out of the meeting, she saw Chloe.”</li><li>• Remind students that in Lesson 7, they learned that readers often stop throughout a text and ask themselves: “What’s happening?”</li><li>• Explain that today they will review what has happened in <i>The Hope Chest</i> since the last Story Map in Lesson 7, when they summarized Chapters 1–6.</li><li>• Distribute the <b>Story Map and Summary: <i>The Hope Chest</i> Chapters 7–11</b> and display it using a document camera. Remind students that as they read longer texts like novels, it’s important not only to understand what happens in each chapter, but also to keep track of how the story is unfolding and moving forward.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask them to turn and talk with their triads to discuss the most important thing(s) that happened in Chapter 7. Use equity sticks to cold call two or three students to share their thinking. Listen for responses like: “It’s important to remember that Chloe and Myrtle went with the suffragists to Nashville on the train” and “It’s important that Mr. Martin made Violet send a message to her parents telling them that she was fine.”</li><li>• Ask students to reread the summary statement the class wrote for Chapter 7. Ask them to think about how they could reword it to tell the main idea of the chapter, and then share their thoughts with their triad. Use equity sticks to cold call two or three students. As they share what they would cut out, model how to record the main idea for Chapter 7 in the Story Map (see the supporting materials for a possible main idea statement).</li><li>• Explain that students will work with their triads to write the main idea statements for Chapters 7–11 on the Story Map. Remind them to reread their chapter summary statements to help them remember the important events from each chapter. Tell them that even though they are working with their group, each person needs to record main idea statements on his or her own Story Map.</li><li>• Give students 10 minutes to write main idea statements for Chapters 7–11 on their Story Maps.</li><li>• Circulate and confer with groups to provide additional support.</li></ul>	
<p><b>C. Interpreting the Events of <i>The Hope Chest</i> to Create a New Cover (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Once triads have finished their Story Maps, tell them to get their Cover Art Analysis sheets back out. Read the directions for No. 2 on the Cover Art Analysis sheet and clarify if needed.</li><li>• Explain that students should use their Story Maps to help them decide what is most important to feature on their cover. Tell them that this will be a sketch, and they will not likely have time to add color to their designs, but that they can complete their covers for homework if they would like to add color. Ask students to work individually to design a new cover for the novel and write a caption. Give them 10 minutes to draw and write.</li><li>• Support students in making their covers text-based, using setting, characters, and events from the novel represented in their Story Maps.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that they will be using the Back-to-Back and Face-to-Face protocol to share their work with a new partner. Display the <b>Back-to-Back and Face-to-Face directions</b> on a document camera if you have not already written them on the board.</li><li>• Once students are clear on the directions, partner them and begin the protocol. Once students have shared verbal summaries of the novel with their partners, cold call one or two students to summarize the novel's events so far for the class. Listen for students to include the main ideas from their Story Maps in their verbal summaries.</li><li>• Ask for a few additional volunteers to share their new cover art and caption with the class. Remind students that they can add color to their work for homework or turn in their sketches as they are.</li></ul>	<ul style="list-style-type: none"><li>• Use of protocols (like Back-to-Back and Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 12 and complete the Reader's Guide for <i>The Hope Chest</i>, Chapter 12: "Violet Spies." Reread as you take notes</li><li>• Optional: Finish your new cover art for <i>The Hope Chest</i>.</li></ul>	



EXPEDITIONARY  
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# Grade 4: Module 4: Unit 2: Lesson 12

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 11: "Finding Chloe"  
(Answers, For Teacher Reference)

Historical Background Information	
Glossary	Figurative and Complex Language: Idioms and Adages
accommodate (131): have room for	"He no longer <b>hearkens to the cry</b> of the suffrage siren" (134): He no longer thinks about what the suffragists are saying.
companion (128): friend	"There's plenty of gold <b>in the kitty</b> " (136): There's plenty of money collected for a particular purpose.
disbelief (131): amazement	"ride herd" (136): to keep a close watch or control over
justify (139): defend; explain	"having the <b>presence of mind</b> " (138): the ability to act sensibly, quickly, and appropriately
righteously (134): smugly; self-importantly	"ax has been hanging over his head" (142): Something bad is about to happen.



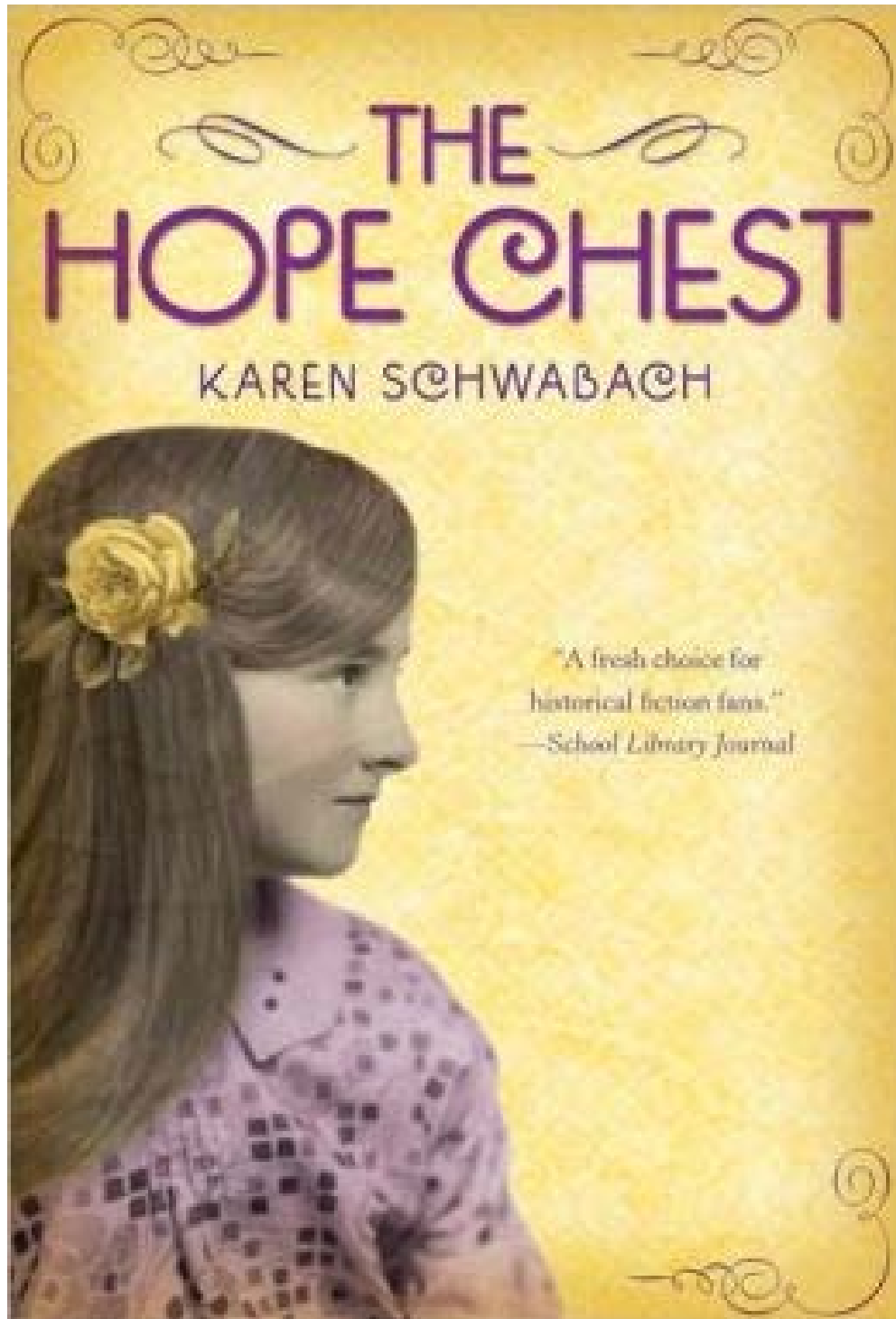


Reader's Guide for *The Hope Chest*, Chapter 11: "Finding Chloe"  
(Answers, For Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet	<p>While staying at the Hermitage Hotel, Violet wanted to find something to eat and hopefully find Chloe while she was at it. After trying several places, she finally found free food in an Antis' meeting. No one paid any attention to her, so she was able to hear everything they were saying. She heard them say that they were bribing people to vote their way and that something big was going to happen the next day when the legislators voted. As soon as she walked out of the meeting, she saw Chloe and told her all about what she had learned before heading to Chloe's hotel.</p>
<b>In:</b> the Hermitage Hotel in Nashville	
<b>Wanted:</b> to find Chloe and something to eat	
<b>But:</b> While eating, she listened to the Antis taking about how they bribed people to vote their way and that something big was going to happen the next day when the legislators voted.	
<b>So:</b> She walked out of the meeting and saw Chloe.	
<b>Then:</b> She told Chloe all about the Antis bribing people, and they went to Chloe's hotel.	



**Cover Art**  
(For display with students)



Karen Schwabach, *The Hope Chest* (New York: Random House Children's Books, 2010), ISBN: 978-0-375-84096-8

Cover Art Analysis Sheet

.....  
**Name:**

.....  
**Date:**

- 1) Reread all of page 132 and then the last half of page 137 to the first half of page 138, starting with “Violet drifted ...” and ending with “... having the presence of mind to drop her red rose on the stairs as she went.”

What connections can you make from the text of *The Hope Chest* and this version of its cover? Use evidence from the text to support your answer.

.....

.....

.....

- 2) Create a new version of cover artwork for *The Hope Chest*. Include the title and the author’s name at the top. Use elements from the story in your artwork and explain how your artwork is connected to the text in the caption below:

.....

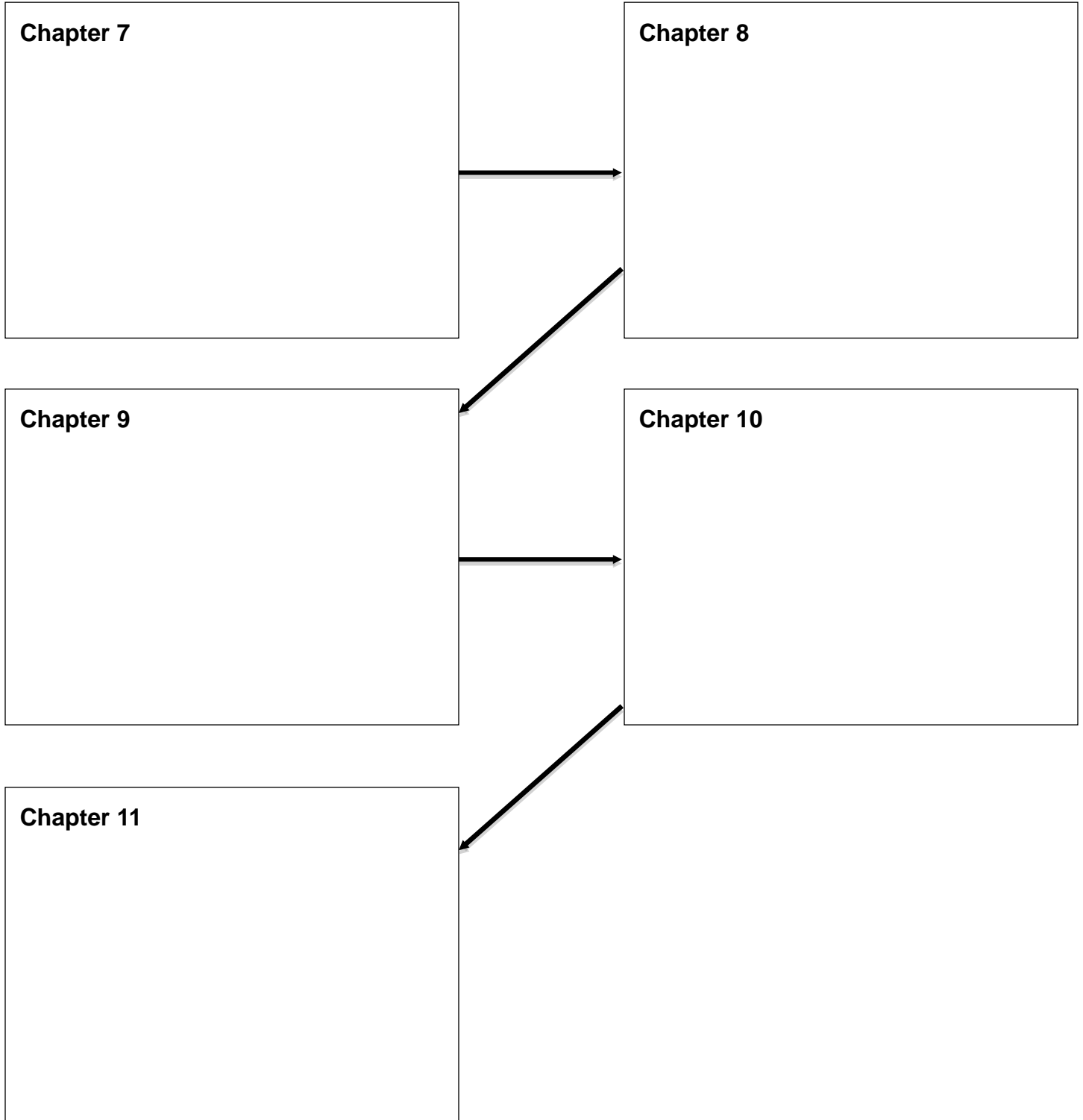
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Story Map and Summary: *The Hope Chest* Chapters 7–11





Story Map and Summary: *The Hope Chest*, Chapters 7–11  
(For Teacher Reference)

**Chapter 7**

Violet and Myrtle are with the suffragist and are planning to go with them to Nashville on a train. Mr. Martin shows up and decides to let them go only if Violet sends a message to her parents letting them know that she's fine.

**Chapter 8**

On the train to Nashville, Myrtle is forced to leave Violet and the suffragists because she is told to ride in the "colored car." She sits and talks with an old lady about voting. Myrtle thinks that she will be able to vote some when she grows up, but the old lady tells her colored people won't get to vote.

**Chapter 9**

When Violet gets back from taking Myrtle food in the last train car, there are federal agents in the suffragists' car looking for Mr. Martin. They say he is a Bolshevik and is against the United States. Violet is able to warn him about the agents, so he escapes by jumping off the train.

**Chapter 10**

On the way to Nashville, Violet meets a woman whose son died in the war, and Violet realizes why the suffragists want to vote. As the train is leaving, Violet thinks she sees Mr. Martin and Myrtle running. When the train arrives in Nashville, Myrtle is gone and a lady gives her a red rose to wear and takes her to a hotel.

**Chapter 11**

Violet realizes that she is being mistaken for an Anti. While she is eating at an Anti's meeting, Violet hears everything they are saying. She hears them say that they are bribing people to vote their way and that something big is going to happen the next day when the legislators vote. As soon as she walks out of the meeting, she sees Chloe.



## Back-to-Back and Face-to-Face Directions

**Teacher Directions: Write these directions on the board or display them using a document camera.**

### Back-to-Back and Face-to-Face Directions

1. Find a partner (not from your triad) and stand back-to-back.
2. When the teacher says, “Face-to-face!” turn to face your partner and take turns sharing your Story Maps.
3. When you are finished, stand back-to-back once again.
4. When the teacher says, “Face-to-face!” turn to face your partner and discuss how you would summarize the novel’s events so far for someone who had not read it.
5. Turn back-to-back when you think you have a good verbal summary of the novel you could share with the class.



Reader's Guide for *The Hope Chest*, Chapter 12: "Violet Spies"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Historical Background Information**

**Ratifying the U.S. Constitution:** In this chapter, Miss Lewis explains to Violet part of the process of ratifying an amendment to the U.S. Constitution. At first, the Tennessee legislature tried to vote on this amendment through a joint resolution, meaning that both houses of the legislature (House and Senate) could debate and vote on the amendment at the same time. Since the joint resolution failed, the House and Senate needed to debate and vote separately on the amendment, and a majority of both houses needed to vote yes for the amendment to pass.

**Glossary**

**Idioms from Chapter 12**

**theme:**

"to think straight" (147): to think clearly about a matter

**recurring:**

"headstrong" (151): stubborn

bribe (147): an illegal payment made in exchange for performing a favor

"send to the rightabout" (153): to send away

glaring (151): staring at another person in anger

"got the vote" (153): had the legal right to vote in elections

retort (152): to make a clever response to another's comment

skeptically (153): with doubt



Reader's Guide for *The Hope Chest*, Chapter 12: "Violet Spies"

Summary Notes:	Summary:
<b>Somebody:</b>	
<b>In:</b>	
<b>Wanted:</b>	
<b>But:</b>	
<b>So:</b>	
<b>Then:</b>	





EXPEDITIONARY  
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## Grade 4: Module 4: Unit 2: Lesson 13

### Introducing Literary Theme: Exploring Themes in *The Hope Chest*



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

I can determine the theme of a story, drama, or poem. (RL.4.2)

**Supporting Learning Targets**

- I can explain how to determine a theme in a story.
- I can determine possible themes for *The Hope Chest*.
- I can find evidence of a given theme in *The Hope Chest*.

**Ongoing Assessment**

- Reader's Guide for *The Hope Chest*, Chapter 12: "Violet Spies" (from homework)
- Finding Themes in *The Hope Chest* handout



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing Learning Targets (5 minutes)</li><li>Sharing Homework and Engaging the Reader (10 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Introducing Theme (10 minutes)</li><li>Finding Themes in <i>The Hope Chest</i> (20 minutes)</li><li>Finding Evidence of the Theme “Resisting Stereotypes” in Chapter 13 (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief (10 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read the rest of Chapter 13 and all of Chapter 14 of <i>The Hope Chest</i> and complete the Summary Notes and Summary sections of both Reader’s Guides.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson signals a shift from summarizing the plot and analyzing characters for comprehension, to determining the novel’s larger theme and analyzing characters’ actions to find evidence of this theme.</li><li>This lesson introduces the idea of theme in literature. The lesson defines a literary theme as a story’s message about people, life, and the world we live in that the author wants the reader to understand. This message is communicated through the characters and their actions and must be inferred by the reader.</li><li>This definition of theme alone will not be enough for students to understand this abstract concept; therefore, this lesson is heavily scaffolded, providing students with learning supports and many concrete examples to gain footing with this idea and to practice the skill of determining theme in a story.</li><li>Also in this lesson, students practice finding evidence of a given theme, “Resisting Stereotypes,” by reading Chapter 13. In this chapter, Myrtle encounters an advertisement with an offensive stereotype of African American children as servants.</li><li>The analysis of theme in the novel will continue until students have completed the novel and write a short essay related to the theme in the End of Unit 2 Assessment, Part II (Lesson 18).</li><li>In advance: Prepare the Theme anchor chart (see model with directions in supporting materials); review Chapter 13 of <i>The Hope Chest</i>.</li><li>This chapter describes an offensive advertisement of African American children as servants as it is seen by the characters Myrtle and Mr. Martin. Review pages 154–158 of the chapter as well as Work Time C of this lesson. While this lesson allows students to consider how Myrtle resists this offensive stereotype, determine how you will support your class with understanding this content and why it is described in the novel.</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
theme, evidence, determine; stereotype, discrimination	<ul style="list-style-type: none"><li>• Equity sticks</li><li>• Green colored pencils (one per student)</li><li>• Equity sticks</li><li>• Violet's Character anchor chart (begun in Lesson 3)</li><li>• Other Characters' Actions anchor chart (begun in Lesson 8)</li><li>• Theme anchor chart (new; teacher-created)</li><li>• Finding Themes in <i>The Hope Chest</i> handout (one per student)</li><li>• <i>The Hope Chest</i> (book; one per student)</li><li>• Evidence flags (small stack per triad)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 13: "Dead Horse Alley" (one per student)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 14: "Max Bloomstein's Pharmacy" (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the learning targets. Ask a student volunteer to read them aloud:             <ul style="list-style-type: none"> <li>* "I can explain how to determine a theme in a story."</li> <li>* "I can determine possible themes for <i>The Hope Chest</i>."</li> <li>* "I can find evidence of a given theme in <i>The Hope Chest</i>."</li> </ul> </li> <li>• Ask:             <ul style="list-style-type: none"> <li>* "Which new word or concept appears in all the learning targets?"</li> </ul> </li> <li>• Using <b>equity sticks</b>, cold call a student and listen for: "theme." Underline the word <i>theme</i> in the targets.</li> <li>• Challenge students to use the learning targets to think about this question:             <ul style="list-style-type: none"> <li>* "What do we know about theme just from reading the learning targets?"</li> </ul> </li> <li>• Using equity sticks, cold call a student. Listen for: "Theme is something that one can find in stories."</li> <li>• Let students know that today they will learn what theme is in a story and look for themes in <i>The Hope Chest</i>.</li> </ul>	
<p><b>B. Sharing Homework and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students what they were expected to do for homework: "Read Chapter 12 and complete the Reader's Guide for <i>The Hope Chest</i>, Chapter 12: "Violet Spies." Optional: Finish your new cover art for <i>The Hope Chest</i>."</li> <li>• Collect any of the Cover Art Analysis sheets from any students who completed the optional homework. This is a formative assessment of their progress toward RL.4.7.</li> <li>• Ask students to share their summary notes and statement with their reading triad. Encourage them to revise their statements for clarity based on their conversation, using a <b>green colored pencil</b>.</li> <li>• Use <b>equity sticks</b> to cold call one or two groups to share their summary statements. Listen for summaries similar to: "Violet finds Myrtle and Mr. Martin, who appeared to be hoboes, getting off the train. Together they return to the Tulane Hotel, where Chloe and Mr. Martin see each other again. Mr. Martin and Myrtle leave to find a different hotel, since the Tulane does not accept colored guests."</li> <li>• Allow students to revise as necessary.</li> <li>• Post the <b>Violet's Character anchor chart</b> and <b>Other Characters' Actions anchor chart</b>. Explain that that you would like students to review their some of their Reader's Guides to see whether anything should be added to the anchor charts from these chapters.</li> </ul>	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Remind students that now they have a new character to consider: Chloe. Tell them that they will have to revisit the Reader's Guides from Chapters 1 and 4 to refresh their memories about Chloe and her actions early on in the novel. Add that they should also look over their guides for Chapters 10–12 to see what actions Violet took that can be added to the anchor charts.</li><li>• Give students 5 minutes to review the Reader's Guides from Chapters 1, 4, 10, 11, and 12 with their triad.</li><li>• Cold call groups for suggested additions to the anchor charts. Be sure to add these items:<ul style="list-style-type: none"><li>Violet's Character anchor chart:<ul style="list-style-type: none"><li>– Action: "She helps a pregnant woman who falls" (page 115).</li><li>– What this says about her character: "She is kind to strangers."</li><li>– Action: "She decides to spy on the 'Antis' for the 'Suffs'" (page 148).</li><li>– What this says about her character: "She is willing to take action for something she believes in."</li></ul></li></ul></li><li>• Other Characters' Actions anchor chart:<ul style="list-style-type: none"><li>Chloe:<ul style="list-style-type: none"><li>– Action: "She took care of sick people" (pages 8 and 9).</li><li>– What this says about her character: "She wants to do 'something that matters,' wants to help others."</li><li>– Action: "She joined the women's suffrage movement" (page 45).</li><li>– What this says about her character: "She will fight for what she believes in."</li></ul></li></ul></li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Introducing Theme (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask triads to discuss:<ul style="list-style-type: none"><li>* “What is a <i>theme</i>?”</li></ul></li><li>• Call on a few groups to share their ideas. At this point, do not label what students offer as correct or incorrect.</li><li>• Tell students that they will help you define what the term <i>theme</i> means, and that they probably already have some ideas about what <i>theme</i> is. Offer this scenario:</li><li>• “Imagine you have been invited to a friend’s birthday party. This friend is wild about frogs and has decided to have a frog-themed party. The plates, napkins, cups, and tablecloth all have frogs imprinted on them. The cake is decorated with plastic frogs, and the baker has created a frog design out of frosting. This is a theme party. Sometimes kids pick different themes for their parties, such as Spiderman or princesses.”</li><li>• Ask triads to discuss:<ul style="list-style-type: none"><li>* “What can I infer about theme from this example?”</li></ul></li><li>• Use equity sticks to cold call groups to share their observations about theme. Listen for and/or suggest:<ul style="list-style-type: none"><li>– “A theme is when lots of things have the same thing in common,”</li><li>– “A theme is something that you hear or see again and again,” and “A theme is included on purpose.”</li></ul></li><li>• Congratulate students on their observations. Explain that in literature, the word <i>theme</i> has a special meaning.</li></ul>	<ul style="list-style-type: none"><li>• Be sure to solicit quick responses from students about these questions. The purpose of the questions is to make connections with the idea of theme, not to generate substantive content.</li><li>• Consider adding visuals or graphics to this anchor chart to help students remember or understand the key ideas or directions. Students will be given a handout similar to this anchor chart in the next lesson, when they work to identify the central theme of the novel.</li></ul>



Work Time(continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Post the new <b>Theme anchor chart</b>. Read the definition written at the top:             <ul style="list-style-type: none"> <li>* “Theme: a story’s message about people, life, and the world we live in that the author wants the reader to understand. This message is communicated through the characters and their actions and must be inferred by the reader.”</li> </ul> </li> <li>• Ask triads to discuss:             <ul style="list-style-type: none"> <li>* “How do you think you find a theme in a story?”</li> </ul> </li> <li>• Cold call a few students to share their ideas, then write the following on the anchor chart below the definition:</li> <li>• How do you determine a theme?             <ol style="list-style-type: none"> <li>1. Read closely and look for evidence of themes:                 <ul style="list-style-type: none"> <li>• What is a repeating idea in the story?</li> <li>• What message does it send the reader?</li> </ul> </li> <li>2. Check it:                 <ul style="list-style-type: none"> <li>• Is it a general message about life?</li> <li>• Is it a message that other stories could contain?</li> </ul> </li> </ol> </li> </ul>	
<p><b>B. Finding Themes in <i>The Hope Chest</i> (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain that for the next several lessons, students will look for themes <i>The Hope Chest</i>.</li> <li>• Distribute the Finding Themes in <i>The Hope Chest</i> handout to each student.</li> <li>• Give triads these instructions:             <ol style="list-style-type: none"> <li>1. Read the section at the top, “Common Themes in Children’s Literature.”</li> <li>2. Discuss any stories you have read that may have had one of these themes.</li> </ol> </li> <li>• Give students 5 minutes to read and discuss. Cold call a few to share some examples of stories and their theme. Give a few examples of theme from stories read in class. For example:             <ul style="list-style-type: none"> <li>* “In the beginning of the year, we read the book <i>Eagle Song</i>. A possible theme for that book is ‘discovering who you are.’”</li> </ul> </li> <li>• If necessary, give students a few more examples of themes from books they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Students may benefit from additional examples of each theme from the novel. Consider having them brainstorm additional examples of each theme from the story.</li> <li>• For students who struggle with determining a theme from the given examples, consider adding a Think-aloud to provide more explicit modeling of determining a theme from the provided examples.</li> <li>• Consider how to best support your class in</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Next, ask students to read along silently as you read Example 1 on the Finding Themes in <i>The Hope Chest</i> handout. Tell them that you would like them to try to identify a theme using the steps on the anchor chart and the examples of theme on their handout.</li><li>• Give groups a few minutes to agree on a possible theme for Example 1. Cold call a few groups to share their ideas for a theme related to the events listed in this example. Listen for students to identify “treating others with kindness” or a similar theme not listed on the handout.</li><li>• Explain to students that this is one of the themes that can be found in <i>The Hope Chest</i>, but stories often contain more than one theme.</li><li>• Tell the class that the next example is a bit more of a challenge. Ask triads to read Example 2 on the handout and discuss a possible theme based on the evidence provided from the text.</li><li>• Give groups a few minutes to agree on a possible theme for Example 2. Cold call a few groups to share their ideas for a theme related to the events listed in this example. Listen for: “Sometimes it is necessary to break the rules” or a similar theme not listed on the handout.</li><li>• Ask:<ul style="list-style-type: none"><li>• “Where do you think the author may have gotten the idea to add this theme to the novel?”</li></ul></li><li>• Call on a few students and listen for them to connect this idea to their study of Susan B. Anthony and her trial from Unit 1.</li><li>• Explain that in the suffrage movement, as with most civil rights movements, people sometimes broke unfair rules or laws in order to change them. Tell students that they may see some more examples of this theme in the novel as they read on.</li><li>• Next, ask triads to read Example 3 on the handout and discuss a possible theme based on the evidence provided from the text.</li><li>• Cold call a few students to share their thoughts. This final example, related to the theme “resisting stereotypes,” may stump students, especially if they are unfamiliar with the concept of stereotypes.</li><li>• Prompt students with:<ul style="list-style-type: none"><li>* “What do these characters’ actions all have in common?” Listen for: “They are refusing to do what other people think they should do.”</li></ul></li><li>• Point out that all of these characters are expected to say or do certain things because they are part of a certain group. Explain that sometimes people expect someone who is a part of a certain group to be or act a certain way, and this is called a <i>stereotype</i>. Give students these examples:</li></ul>	<ul style="list-style-type: none"><li>• Be sure to solicit quick responses from students about these questions. The purpose of the questions is to make connections with the idea of theme, not to generate substantive content.</li><li>• Consider adding visuals or graphics to this anchor chart to help students remember or understand the key ideas or directions. Students will be given a handout similar to this anchor chart in the next lesson, when they work to identify the central theme of the novel</li><li>• Students may benefit from additional examples of each theme from the novel. Consider having them brainstorm</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>* "Athletes get bad grades."</li><li>* "Mothers don't have jobs."</li><li>* "Girls like pink."</li><li>* "Boys like sports."</li></ul> <ul style="list-style-type: none"><li>• Go on to explain that although stereotypes are sometimes true of some people in a group, they are not true of all members of a group. For example, a few athletes might get bad grades, but that is not true of all athletes.</li><li>• Tell students that people often resist or reject stereotypes because they find them offensive. They are unique individuals and want to make their own choices and determine their own interests. They don't want to be expected to do something just because they are a member of a certain group. Some girls would never wear pink, and some boys refuse to play or watch sports.</li><li>• Tell students that this theme, "resisting stereotypes," is in <i>The Hope Chest</i> as well. Ask them to take another look at Example 3 and discuss this prompt with their group:<ul style="list-style-type: none"><li>* "How are the characters in this example resisting stereotypes?"</li></ul></li><li>• Cold call a few students to share their thoughts. Listen for: "Violet is expected to 'be seen and not heard' because she is a girl," "Chloe is expected to get married and stay at home because she is a woman," and "Myrtle is expected to be a maid when she grows up because she is black." Tell students that these are all stereotypes from the time period in which the novel is set, the 1920s.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>C. Finding Evidence of the Theme “Resisting Stereotypes” in Chapter 13 (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain that now that students have practiced identifying themes in the novel, they will look for evidence of a theme in the first few pages of Chapter 13.</li> <li>• Ask students to get out their copy of <i>The Hope Chest</i> by Karen Schwabach.</li> <li>• Explain that you would like them to first listen for gist as you read from Chapter 13. Prepare the class for the events in this chapter by having a short discussion about the discrimination Myrtle faced in Nashville. Explain that this chapter in particular highlights the stereotypes and discrimination that Myrtle faced in the South. Go on to explain that by describing this discrimination and these negative stereotypes so vividly, the author is sending a powerful message about racism during the time period in which the novel is set, before the civil rights movement.</li> <li>• Ask students to read along silently with you and listen for gist. Begin reading on page 154 and stop reading on page 158 after “I agree,” said Mr. Martin. “Don’t be ...”</li> <li>• Ask students to share what the gist of the excerpt was and listen for: “Mr. Martin was taking Myrtle around, looking for a place to eat and a hotel for them to stay, and no one would serve them or let them stay because Myrtle is black.”</li> <li>• Now ask students to listen for evidence of the theme “resisting stereotypes” as you reread page 158. Read from “They walked up Sixth Avenue ...” to “I agree,” said Mr. Martin. “Don’t be ...”</li> <li>• Distribute some <b>evidence flags</b> to each triad. Ask triads to reread this section of the text, look for evidence of the theme “resisting stereotypes,” and mark it with an evidence flag.</li> <li>• Give students 5 minutes to work with their groups to identify and mark evidence of this theme.</li> <li>• Cold call a few groups to share which line of the text they marked as evidence of the theme “resisting stereotypes.” Listen for students to point out this line of text: “The sign reminded Myrtle of the Girls’ Training Institute, and she felt instantly depressed. ‘I don’t want to ever be anybody’s servant,’ she said.”</li> <li>• Ask students to explain why this is an example of the theme “resisting stereotypes.” Listen for: “The advertisement was a stereotype of blacks being servants, and Myrtle resisted that stereotype by saying she didn’t want to ever be anybody’s servant.”</li> </ul>	<ul style="list-style-type: none"> <li>• To further support students in finding evidence of the complex theme “resisting stereotypes” in this section of the text, you may want to provide a short list of clue words: “won’t,” “don’t,” “refuse,” etc.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask triads to discuss:<ul style="list-style-type: none"><li>* “Why would the author, Karen Schwabach, want to send messages about resisting kindness, rule breaking, and stereotypes to her reader?”</li></ul></li><li>• Give students a few minutes to discuss this question and ask them to share out their thinking.</li><li>• Review the Theme anchor chart with students and explain that for their homework, they will continue to practice finding evidence of one of the themes identified in class today.</li><li>• Congratulate students on being such skilled close readers. Explain that determining a theme and finding evidence of a theme are not easy tasks, and over the next several lessons, they will have many opportunities to practice these skills.</li><li>• For homework, distribute Reader’s Guide for <i>The Hope Chest</i>, Chapter 13: “Dead Horse Alley” and Reader’s Guide for <i>The Hope Chest</i>, Chapter 14: “Max Bloomstein’s Pharmacy.”</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read the rest of Chapter 13 and all of Chapter 14 of <i>The Hope Chest</i> and complete the Summary Notes and Summary sections of both Reader’s Guides. Reread as you take notes.</li></ul>	



EXPEDITIONARY  
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# Grade 4: Module 4: Unit 2: Lesson 13

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 12: "Violet Spies"  
(Answers, For Teacher Reference)

Historical Background Information	
<b>Ratifying the U.S. Constitution:</b> In this chapter, Miss Lewis explains to Violet part of the process of ratifying an amendment to the U.S. Constitution. At first, the Tennessee legislature tried to vote on this amendment through a joint resolution, meaning that both houses of the legislature (House and Senate) could debate and vote on the amendment at the same time. Since the joint resolution failed, the House and Senate needed to debate and vote separately on the amendment, and a majority of both houses needed to vote yes for the amendment to pass.	
Glossary	Idioms from Chapter 12
<b>theme:</b>	"to think straight" (147): to think clearly about a matter
<b>recurring:</b>	"headstrong" (151): stubborn
bribe (147): an illegal payment made in exchange for performing a favor	"send to the rightabout" (153): to send away
glaring (151): staring at another person in anger	"got the vote" (153): had the legal right to vote in elections
retort (152): to make a clever response to another's comment	
skeptically (153): with doubt	



Reader's Guide for *The Hope Chest*, Chapter 12: "Violet Spies"  
(Answers, For Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet	Violet is thinking about being a spy for the Suffragists, when she sees Mr. Martin and Myrtle. She takes them to see Chloe at the Tulane Hotel. Chloe and Mr. Martin start to catch up with one another, but the clerk at the hotel tells them to leave because Myrtle is black and there are no "coloreds" allowed at the hotel. Mr. Martin stands up to the clerk, but they are forced to leave. Mr. Martin takes Myrtle to get something to eat, and they go look for a place where they will both be allowed to stay.
<b>In:</b> Tennessee at the Tulane Hotel	
<b>Wanted:</b> to reunite with her friends, Myrtle and Mr. Martin, now that she has located her sister, Chloe	
<b>But:</b> She doesn't recognize them at first because they are disguised as hoboes.	
<b>So:</b> They go back to the Tulane together, where Chloe and Mr. Martin see each other for the first time in a long while, and the desk clerk makes it clear that Myrtle cannot stay there	
<b>Then:</b> Mr. Martin leaves with Myrtle to find a hotel that takes both white and colored people.	



Violet's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

Character	Actions that affect others	What does this say about this character?
Violet	<p>She stood up to her parents (pages 1–4).</p> <p>She made quilt squares for French orphans (pages 9 and 10).</p> <p>She ran away from home (pages 18 and 19).</p> <p>She gave money to the brakeman to free Myrtle (page 58).</p> <p>She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).</p> <p>She warns Mr. Martin that there are agents coming to arrest him (page 103).</p> <p><b>She helps a pregnant woman who falls (page 115).</b></p> <p><b>She decides to spy on the "Antis" for the "Suffs" (page 148).</b></p>	<ol style="list-style-type: none"><li>1. She is a strong-willed girl.</li><li>2. She is compassionate and wants to help others.</li><li>3. She is unhappy enough to leave home and not care that her parents might worry.</li><li>4. She is generous and protective of her friends.</li><li>5. She cares for her friends but is used to following the rules.</li><li>6. She trusts her instincts.</li><li><b>7. She is kind to strangers.</b></li><li><b>8. She is willing to take action for something she believes in.</b></li></ol>





Other Characters' Actions Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson. Be sure to save room for additions to Mr. Martin's section of this anchor chart.**

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none"><li>1. He made Violet send her parents a telegram saying that she was OK (page 78).</li><li>2. He joined the Children's Crusade (page 81).</li><li>3. He stands up for Myrtle when she is told to ride in the "colored car" (page 87).</li></ol>	<ol style="list-style-type: none"><li>1. He feels responsible for others.</li><li>2. He is adventurous and believes that actions make a difference.</li><li>3. He stands up for what he thinks is right and defends others against injustice.</li></ol>
Miss Dexter	<ol style="list-style-type: none"><li>1. She says segregation is a distraction from women's suffrage (page 98).</li></ol>	<ol style="list-style-type: none"><li>1. She is narrow-minded or prejudiced.</li></ol>
Miss Kelley	<ol style="list-style-type: none"><li>1. She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws (page 111).</li></ol>	<ol style="list-style-type: none"><li>1. She is accepting and willing to work with others for what is right.</li></ol>
Chloe	<ol style="list-style-type: none"><li><b>1. She took care of sick people (pages 8 and 9).</b></li><li><b>2. She joined the women's suffrage movement (page 45).</b></li></ol>	<ol style="list-style-type: none"><li><b>1. She wants to do "something that matters," wants to help others.</b></li><li><b>2. She will fight for what she believes in.</b></li></ol>

**Theme Anchor Chart**  
(Model, For Teacher Reference)

**Teacher Directions:**

1. In advance of this lesson, write just the title and the definition of theme.
2. During the lesson, you will co-construct with students the section titled “How do you determine a theme?”

**What Is a Theme?**

**Theme:** a story’s message about people, life, and the world we live in that the author wants the reader to understand. This message is communicated through the characters and their actions and must be inferred by the reader.

**How do you determine a theme?**

1. Read closely and look for evidence of themes:
  - What is a repeating idea in the story?
  - What message does it send the reader?
2. Check it:
  - Is it a general message about life?
  - Is it a message that other stories could contain?



Finding Themes in *The Hope Chest*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Examine the common themes below. Determine a possible theme for each of the examples from *The Hope Chest*.**

Some Common Themes in Children's Literature:

<ul style="list-style-type: none"><li>* Overcoming your fears</li><li>* Appreciating what you have</li><li>* The importance of patience</li></ul>	<ul style="list-style-type: none"><li>* Accepting differences</li><li>* Hard work pays off</li><li>* Making a difference</li></ul>	<ul style="list-style-type: none"><li>* Treating others with kindness</li><li>* Resisting stereotypes</li></ul>	<ul style="list-style-type: none"><li>* The importance of being honest</li><li>* Breaking the rules is sometimes necessary</li></ul>
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**Example 1**

- \* Mr. Martin teaches Chloe to fix her car.
- \* Myrtle helps Violet out of the street in New York.
- \* Violet buys Myrtle a hot dog.
- \* Violet helps up a pregnant woman who falls.

And the theme is \_\_\_\_\_

**Example 2**

- \* Violet runs away from home to find her sister.
- \* Chloe votes when it is against the law and goes to jail.
- \* Mr. Martin speaks against the war.
- \* Violet visits Myrtle in the "colored car" on the train.

And the theme is \_\_\_\_\_



Finding Themes in *The Hope Chest*

**Example 3**

- \* Violet disobeys her parents when she finds Chloe's letters.
- \* Chloe refuses to marry and uses her hope chest money to buy a car and leave home to become a nurse.
- \* Myrtle refuses to be a maid and leaves the Girls' Training Institute.

And the theme is \_\_\_\_\_

Find additional examples of this theme in pages 154–158 in Chapter 13:



Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"

.....  
**Name:**

.....  
**Date:**

**Historical Background Information**

During the 1920s in the United States, African Americans faced many negative stereotypes and much discrimination because of the color of their skin.

A **stereotype** is an expectation by a group of people that another group of people should act, think, or look a certain way. Stereotypes are often untrue and hurtful. An example of a stereotype is "athletes get bad grades." Sometimes a stereotype can be true about a person, but it is wrong to assume that because it is true of one member of a group, it is true of all members of that group.

**Discrimination** is the act of treating a group of people badly because they are different from another group. Myrtle encounters both stereotypes and discrimination throughout *The Hope Chest*. This chapter, in particular, highlights what she faced as an African American girl during this time period.



Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"

Glossary
affronted (156) – openly insulted
decent (157) – appropriate; proper
deferentially (158) – mannerly; respectfully
demeaning (165) – disgraceful; humiliating
disreputable (156) – in shabby condition
harmonious (158) – peaceful; agreeable; cooperative
indeterminate (158) – uncertain
impression (160) – a strong feeling or idea
retort (163) – a sharp or angry answer
suspiciously (159) – questionably; doubtfully



Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"

Summary Notes:	Summary:
<b>Somebody:</b>	
<b>In:</b>	
<b>Wanted:</b>	
<b>But:</b>	
<b>So:</b>	
<b>Then:</b>	



Reader's Guide for *The Hope Chest*, Chapter 14: "Max Bloomstein's Pharmacy"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Historical Background Information**

- **Sedition Act of 1918:** This law stated that no one could speak out against the government, its flag, or its armed forces—specifically World War I and the United States' involvement in the war.

**Glossary**

apologetic (176) – regretful; sorry	"casting a suspicious look" (168): looking at someone or something in a doubtful way
artificial (170) – not real; fake	"blithering idiot" (172): someone who is talking without making any sense
belatedly (173) – late	"causing a scene" (174): making a public disturbance or excited emotional display
conspicuous (172) – easily seen; noticeable	"lapsed into silence" (175): became silent; not talking
deport (169) – kick out of a country	
dissenting (171) – disagreeing with	
fugitive (169) – a person running from the law	
prevent (171) – to stop from happening	
reprovingly (172) – disapprovingly; critically	
sarcastically (169) – making fun of	
valid (171) – accurate; correct	
wretched (171) – miserable; awful	





Reader's Guide for *The Hope Chest*, Chapter 14: "Max Bloomstein's Pharmacy"

Summary Notes:	Summary:
<b>Somebody:</b>	
<b>In:</b>	
<b>Wanted:</b>	
<b>But:</b>	
<b>So:</b>	
<b>Then:</b>	



EXPEDITIONARY  
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# Grade 4: Module 4: Unit 2: Lesson 14

## Determining the Central Theme of *The Hope Chest*



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

I can determine the theme of a story, drama, or poem. (RL.4.2)

**Supporting Learning Targets**

- I can determine the central theme of *The Hope Chest*.
- I can find evidence of the central theme in the text of *The Hope Chest*.

**Ongoing Assessment**

- Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley" (from homework)
- Reader's Guide for *The Hope Chest*, Chapter 14: "Max Bloomstein's Pharmacy" (from homework)
- Violet's Character anchor chart (begun in Lesson 3)
- Myrtle's Character anchor (begun in Lesson 5)
- Other Characters' Actions anchor chart (begun in Lesson 8)
- Finding the Central Theme in *The Hope Chest* recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Sharing Homework and Engaging the Reader (10 minutes)</li><li>Reviewing Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Determining a Theme for <i>The Hope Chest</i> (20 minutes)</li><li>Finding Evidence of the Central Theme in <i>The Hope Chest</i> (20 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Annotating the Character Anchor Charts for the Central Theme (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read Chapter 15 and complete the summary notes and summary statement in your Reader's Guide for <i>The Hope Chest</i>, Chapter 15: "The Ferocious Mrs. Catt."</li></ol></li></ol>	<ul style="list-style-type: none"><li>Today's lesson is a continuation of Lesson 13, when students learned what theme is and how to identify it in literary text.</li><li>In this lesson, they will use the actions the class has recorded on the character anchor charts to determine a central theme for the text. They will then sort quotes from the text to identify additional examples of this theme. From this lesson until the end of the unit, they will continue to collect evidence of this theme in subsequent chapters of the novel.</li><li>In advance: Post the Theme anchor chart from Lesson 13 for reference during Work Time A.</li><li>Preview Work Time B and prepare for the evidence of theme sort.</li><li>If the Character anchor charts for your class differ from those in the supporting materials of this lesson, type up a "Student" copy of your class charts for use in this lesson (one for each student).</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
central, theme, injustice; worthwhile (46), crusade (81), justice (111)	<ul style="list-style-type: none"><li>• Green colored pencil (one per student)</li><li>• Equity sticks</li><li>• Myrtle's Character anchor chart (begun in Lesson 5)</li><li>• Other Characters' Actions anchor chart (begun in Lesson 8)</li><li>• Theme anchor chart (begun in Lesson 13)</li><li>• Students' Guide to Theme in Literature handout (one per student)</li><li>• Student Copy of the Character anchor charts (one per student)</li><li>• Finding the Central Theme in <i>The Hope Chest</i> recording form (one per student)</li><li>• Evidence of Theme in <i>The Hope Chest</i> sort strips (one set per triad)</li><li>• Document camera</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Sharing Homework and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students what they were expected to do for homework: “Read the rest of Chapter 13 and all of Chapter 14 of <i>The Hope Chest</i> and complete the Summary Notes and Summary sections for both Reader’s Guides.”</li><li>• Ask students to share their summary notes and statements with their reading triads. Encourage them to revise their statements for clarity based on their conversation, using a <b>green colored pencil</b>.</li><li>• Use <b>equity sticks</b> to cold call one or two groups to share their summary statements for each chapter. Listen for summaries similar to these:<ul style="list-style-type: none"><li>— “In Chapter 13, no one will let Myrtle stay in their hotel or eat in their restaurant because she is black. Mr. Martin stays with her and helps find a place for both of them to stay. Chloe loves the idea of Violet being a spy in the Antis’ hotel, so Violet goes back to her hotel room. Her roommate tells her about a ‘thing’ that is happening that night where speeches will be made. She also tells Violet that Antis look at telegraphs sent by and to Suffrs.”</li><li>— “In Chapter 14, Myrtle tries to distract Mr. Martin so he won’t go out and get arrested by talking to him about Chloe and hinting that they should get married and adopt her. Meanwhile, Violet and Chloe go to a pharmacy to get something to eat, and Violet informs Chloe about how the Antis think they’re going to win the vote. Violet becomes very upset when Chloe explains why the colored suffragists are being asked to stay hidden. Mr. Martin and Myrtle show up at the pharmacy. Then, Mr. Martin and Chloe get into an argument because he is jealous of her spending time with legislators to convince them to vote for the amendment.”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• One useful check for determining a theme is to ask the question: “What is this story about?” Often, students respond to such a question by supplying a summary, but a summary is not what the story is about—a summary is a shortened version of the story itself. To answer the question “What is this story about?” and to keep one’s answer less than a sentence in length will often bring one to a discovery of the story’s theme. For instance, “What is the story of Cinderella about?” <i>Cinderella</i> is a story about getting what you deserve.</li></ul>



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Allow students to revise as necessary.</li> <li>• Add to the Myrtle's Character anchor chart:             <ul style="list-style-type: none"> <li>– Action: "She tries to keep Mr. Martin from going out and maybe getting arrested" (page 168).</li> <li>– What this says about this character: "She is protective of those she cares about."</li> </ul> </li> <li>• Add to the Other Characters' Actions anchor chart:             <ul style="list-style-type: none"> <li>Mr. Martin                 <ul style="list-style-type: none"> <li>• Actions: "He takes care of Myrtle by getting her something to eat and a place to stay" (page 153).</li> <li>• What this says about this character: "He takes care of others like family. He is protective of people, helps others in need."</li> <li>• Action: "He makes a scene in public by fighting with Chloe" (page 174).</li> <li>• What this says about this character: "He is foolish because he is in love."</li> </ul> </li> </ul> </li> </ul>	
<p><b>B. Analyzing an Artist's Interpretation of Violet: Making Connections to the Cover of <i>The Hope Chest</i> (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read the learning targets to students:             <ul style="list-style-type: none"> <li>* "I can determine the central theme of <i>The Hope Chest</i>."</li> <li>* "I can find evidence of the central theme in the text of <i>The Hope Chest</i>."</li> </ul> </li> <li>• Explain that in today's lesson, they will identify a central theme in <i>The Hope Chest</i>. Ask students to turn and talk to their triad about what they think the term central theme means. Ask a few groups to share out their ideas. Listen for: "the biggest theme in the story," "the theme that happens the most," and "the most important theme in the story." Confirm that the central theme is indeed the main theme of a story. Explain that in yesterday's lesson, they explored some secondary themes of <i>The Hope Chest</i>, and today they will use the Character anchor charts to identify the central theme.</li> <li>• Ask the students to reread the learning targets silently. Have them give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Clarify any confusion.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Determining a Theme for <i>The Hope Chest</i> (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the <b>Theme anchor chart</b> (from Lesson 13). Review the definition of <i>theme</i> with students and the steps for determining theme. Explain that in Lesson 13, the first step was done for them: “Read closely and look for evidence of theme.” Characters’ actions were given related to each of the examples of theme the class discussed.</li><li>• Tell students that today they will do this first step to determine a central, or main, theme for the novel. Explain that finding the central theme in a novel can be difficult, so it is important to read closely and collect evidence through characters and events in the story.</li><li>• Draw students’ attention to the Violet’s Character anchor chart, Myrtle’s Character anchor chart, and Other Characters’ Actions anchor chart. Explain that looking at the anchor charts will allow them to see repeating ideas more easily than trying to remember the entire novel.</li><li>• Distribute the <b>Students’ Guide to Theme in Literature handout</b>. Explain that this handout is a tool they can use to help them determine the central theme with their triad. Explain that it is similar to the Theme anchor chart, but with a few more guidelines. Ask students to read the handout and look for the additional information about theme.</li><li>• Give students a few minutes to read it, and then ask them to share out the additional information they noticed. Listen for them to notice the section describing what theme is not. These non-examples should help students refine their understanding. Also listen for students to notice the note about central theme at the bottom of the page.</li><li>• Ask students to give you a thumbs-up if they feel ready to try determining the central theme of <i>The Hope Chest</i>, or a thumbs-down if they need more discussion about theme.</li><li>• Once students are clear, distribute one Student Copy of the Character anchor charts (see supporting materials) and the Finding the Central Theme in <i>The Hope Chest</i> recording form to each student.</li><li>• Point to the first box on the recording form and tell students that you would like them to complete this box with their triads only by examining the anchor charts and looking for patterns.</li><li>• Explain that not everything that has been recorded about characters’ actions will be related to the theme, but they should review the anchor charts and look for patterns in the ideas. Tell students that that they may wish to annotate their copy of the anchor charts as they review them with their triad. Remind them to use their Students’ Guide to Theme in Literature handout to see common themes and check their group’s ideas. Give students 10 minutes to read through the charts, look for patterns, and discuss with their group.</li></ul>	<ul style="list-style-type: none"><li>• Throughout Work Time A, students are asked to give a thumbs-up, thumbs-sideways, or thumbs-down to indicate their understanding. This check for understanding is helpful in determining whether a Think-aloud or modeling is necessary before moving on with the whole group. This information can also be helpful in determining whether to confer or form a small group to provide further support.</li></ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• On the board, write: "Possible Central Themes for <i>The Hope Chest</i>." Cold call a few groups to share the patterns they noticed and possible descriptions of the theme. Listen for:<ul style="list-style-type: none"><li>– Characters' actions are often described as compassionate. Possible theme: Helping others is a good thing.</li><li>– The novel contains many mentions of being brave. Possible theme: Standing up for what is right.</li><li>– There are a few mentions of being protective. Possible theme: Taking care of your friends.</li><li>– Fighting for others is mentioned a lot. Possible theme: Fighting injustice.</li></ul></li><li>• Congratulate students on noticing so many repeating ideas and possible themes. Point out the next box on the recording form. Tell students that they now need to think about what these recurring ideas suggest as a theme for the novel.</li><li>• Ask them to examine the bottom of their Students' Guide to Themes in Literature handout and read the section labeled "Some Common Themes in Children's Literature." Tell them to use this section to help answer this question and record their possible themes in the second box of the recording form:<ul style="list-style-type: none"><li>* "What do 'fighting injustice,' 'standing up for what is right,' and 'taking care of/helping others' have in common? What do all of these ideas put together suggest as a theme?"</li></ul></li><li>• Students should notice that the best description of these ideas is the theme listed as "making a difference." Write on the board: "The theme of <i>The Hope Chest</i> is making a difference." Have students complete this sentence frame on their recording form.</li><li>• Draw their attention to the Violet's Character anchor chart. Read the first two actions that Violet took in Chapter 1:<ul style="list-style-type: none"><li>* "She stood up to her parents (pages 1–4)."</li><li>* "She made quilt squares for French orphans (pages 9 and 10)."</li></ul></li><li>• Ask:<ul style="list-style-type: none"><li>* "Did both actions 'make a difference,' or make the world a better place?" Listen for students to identify the second action (making quilt squares for French orphans) as one that made a positive difference in the lives of others. Standing up to her parents is an example of the kind of person Violet is (strong-willed), but this action really affected only her parents. It did not make the world a better place.</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Tell students that some of the actions in the novel make little differences, like Violet buying Myrtle a hotdog, and some make a bigger difference, like Chloe becoming a public health nurse. Ask them to quickly turn to their triads and share an example of a person from history who made a difference. Ask for a few volunteers to share their examples. Then ask students to turn to their triads and share a person who has made a difference in their lives. Emphasize that the theme “making a difference” means improving the lives of others.</li><li>• Ask students for a thumbs-up if they understand the theme, thumbs-sideways if they need more examples, or thumbs-down if they are confused and need to meet one-on-one for further discussion. Determine whether more time should be spent discussing this theme with the whole class or later with a small group.</li></ul>	
<p><b>B. Finding Evidence of the Central Theme in <i>The Hope Chest</i> (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that their next task will be to find evidence of the theme “making a difference.” Explain that they will do this by sorting various quotes from the novel into two categories: “Evidence of Theme” or “Not Evidence of Theme.”</li><li>• Distribute a set of <b>Evidence of Theme in <i>The Hope Chest</i> sort strips</b> to each group. Tell students that each of these strips is a quote from the novel, and their task is to find evidence of the central theme, “making a difference,” by sorting them.</li><li>• Read through the strips and ask students to identify any unfamiliar or confusing words. Clarify the meaning of unfamiliar words as needed or prompt students to use the context clues in the quote to infer the meaning of words. Some possible words to review: <i>worthwhile</i>, <i>crusade</i>, and <i>justice</i>.</li><li>• Next, give the following directions:<ol style="list-style-type: none"><li>1. Read through each quote with your triad.</li><li>2. Sort the quote into two categories: “Evidence of Theme” or “Not Evidence of Theme.”</li><li>3. Record three examples of evidence on your Finding the Central Theme in <i>The Hope Chest</i> recording form.</li></ol></li><li>• Give students 10 minutes to sort the excerpts from the text with their triads. When time is up, collect the Finding the Central Theme in <i>The Hope Chest</i> recording forms as a formative assessment toward the learning targets for the lesson.</li><li>• Gather students' attention and have them focus on the display of the <b>document camera</b>. Go through each numbered strip and cold call a group to share which category they assigned to the quote. Display your copy of the strips and sort as each group shares, giving students a visual of which quotes are evidence of the theme.</li><li>• These quotes should be identified as evidence of theme:<ul style="list-style-type: none"><li>– “Chloe had shouted that ...”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>– “As she walked along, Violet reflected ...”</li> <li>– “Whoever they were talking about kidnapping ...”</li> <li>– “Where are you trying to get to?”</li> <li>– “[Myrtle] did know one thing ...”</li> <li>– “[Chloe] went to Washington ...”</li> <li>– “When I was your age ...”</li> <li>– “Violet stared at Miss Kelley ...”</li> <li>– Explain that numbers 1, 3, and 10 are not really related to the theme because they are not making a difference and did not improve the lives of others.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Annotating the Character Anchor Charts for the Central Theme (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that now you would like them to help you mark the Character anchor charts for the theme “making a difference.” Have them get out their Student Copy of the Character Anchor Charts and decide with their triads which of the actions listed directly relates to the central theme of the novel.</li> <li>• Give students 5 minutes to discuss with their triads.</li> <li>• Afterward, go through each action on the Character anchor charts and cold call groups to share whether they identified it as an example of the central theme, “making a difference.” Have students give a quick thumbs-up or thumbs-down if they agree or disagree with the group’s assessment. Clarify as needed. Mark each action related to the theme with a star and ask students to do the same with their copy (see supporting materials). Add a key to each chart indicating that a star means that this action is evidence of the theme “making a difference.” Again, ask students to do the same with their copy.</li> </ul>	<ul style="list-style-type: none"> <li>• To further support students, allow them to take the typed copies of the Character anchor charts marked for theme and the Student Guide to Theme in Literature home to assist them with identifying theme in their reading homework.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Read Chapter 15 and complete the summary notes and summary statement in your <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 15: “The Ferocious Mrs. Catt.”</b> Mark any examples of the central theme, “making a difference,” with an evidence flag. Reread as needed.</li> </ul>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 2: Lesson 14

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"  
(Answers, For Teacher Reference)

**Historical Background Information**

During the 1920s in the United States, African Americans faced many negative stereotypes and much discrimination because of the color of their skin.

A **stereotype** is an expectation by a group of people that another group of people should act, think, or look a certain way. Stereotypes are often untrue and hurtful. An example of a stereotype is "athletes get bad grades." Sometimes a stereotype can be true about a person, but it is wrong to assume that because it is true of one member of a group, it is true of all members of that group.

**Discrimination** is the act of treating a group of people badly because they are different from another group. Myrtle encounters both stereotypes and discrimination throughout *The Hope Chest*. This chapter, in particular, highlights what she faced as an African American girl during this time period.



Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"  
(Answers, For Teacher Reference)

Glossary
affronted (156) – openly insulted
decent (157) – appropriate; proper
deferentially (158) – mannerly; respectfully
demeaning (165) – disgraceful; humiliating
disreputable (156) – in shabby condition
harmonious (158) – peaceful; agreeable; cooperative
indeterminate (158) – uncertain
impression (160) – a strong feeling or idea
retort (163) – a sharp or angry answer
suspiciously (159) – questionably; doubtfully



Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"  
(Answers, For Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Myrtle and Mr. Martin and Violet and Chloe	No one will let Myrtle stay in their hotel or eat in their restaurant because she is black. Mr. Martin stays with her and helps find a place for both of them to stay. Chloe loves the idea of Violet being a spy in the Antis' hotel, so Violet goes back to her hotel room. Her roommate tells her about a "thing" that is happening that night where speeches will be made. She also tells Violet that Antis look at telegraphs sent by and to Suffis.
<b>In:</b> Nashville	
<b>Wanted:</b> Myrtle and Mr. Martin wanted to find a place to eat and stay. Violet wanted to spy on the Antis.	
<b>But:</b> No one will let Mr. Martin and Myrtle have a room because Myrtle is black. Violet doesn't know where to start.	
<b>So:</b> Myrtle and Mr. Martin go to Dead Horse Alley. Violet goes back to her hotel.	
<b>Then:</b> Mr. Martin and Myrtle finally find a place to stay. Violet learns that the Antis are reading telegrams meant for the Suffis.	



Reader's Guide for *The Hope Chest*, Chapter 14: "Max Bloomstein's Pharmacy"  
(Answers, For Teacher Reference)

Historical Background Information	
<ul style="list-style-type: none"><li>Sedition Act of 1918: This law stated that no one could speak out against the government, its flag, or its armed forces—specifically World War I and the United States' involvement in the war.</li></ul>	
Glossary	
apologetic (176) – regretful; sorry	fugitive (169) – a person running from the law
artificial (170) – not real; fake	prevent (171) – to stop from happening
belatedly (173) – late	reprovingly (172) – disapprovingly; critically
conspicuous (172) – easily seen; noticeable	sarcastically (169) – making fun of
deport (169) – kick out of a country	valid (171) – accurate; correct
dissenting (171) – disagreeing with	wretched (171) – miserable; awful





Reader's Guide for *The Hope Chest*, Chapter 14: "Max Bloomstein's Pharmacy"  
(Answers, For Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Myrtle and Mr. Martin and Violet and Chloe	<p>Myrtle tries to distract Mr. Martin so he won't go out and get arrested by talking to him about Chloe and hinting that they should get married and adopt her. Meanwhile, Violet and Chloe go to a pharmacy to get something to eat, and Violet informs Chloe about how the Antis think they're going to win the vote. Violet becomes very upset when Chloe explains why the colored suffragists are being asked to stay hidden. Mr. Martin and Myrtle show up at the pharmacy. Then, Mr. Martin and Chloe get into an argument because he is jealous of her spending time with legislators to convince them to vote for the amendment.</p>
<b>In:</b> Dead Horse Alley and Max Bloomstein's Pharmacy	
<b>Wanted:</b> Myrtle wanted to keep Mr. Martin from going out and getting arrested. Violet wanted to tell Chloe about what she had learned through spying so she can help the Suffs.	
<b>But:</b> Mr. Martin wants to go out and see Chloe. Violet learns that the some of the white Suffs want the colored Suffs to stay out of sight.	
<b>So:</b> Mr. Martin leaves, and Myrtle follows him. Violet gets upset and misses Myrtle.	
<b>Then:</b> Mr. Martin "makes a scene" by having an argument with Chloe because he is jealous. Violet sees Myrtle while her sister is talking with Mr. Martin, and they spend some time together.	



### Students' Guide to Theme in Literature

**Theme is** a story's **message** about people, life, and the world we live in that the author wants the reader to understand. This message is communicated through the characters and their actions and must be inferred by the reader.

**Theme is not** the same thing as a topic or subject. A topic or subject is usually expressed as a single word, such as “friendship,” but the theme would be an author's **message or idea about the topic**. For example, a theme related to the topic of “friendship” could be:

- Honesty in friendships
- Old friends versus new friends
- True friends are hard to find.

### Some Common Themes in Children's Literature:

* Overcoming your fears * Discovering who you are * The importance of patience *	* Accepting differences * Hard work pays off * Making a difference *	* Treating others how you would be treated * Resisting stereotypes	* The importance of being honest * Breaking the rules is sometimes necessary
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## Students' Guide to Theme in Literature

### How do you determine a theme?

Stories often have several themes. To find the themes of a story, you will need to do two things:

1. Read closely and look for evidence of themes:

- What is a repeating idea in the story?
- What message does it send the reader?

2. Check it:

- Is it a general message about life?
- Is it a message that other stories could contain?
- The central theme is the main theme of the story. It is the one that is the most emphasized and occurs repeatedly throughout the story.



Violet's Character Anchor Chart  
(For Teacher Reference)

**Starred items (\*) are related to the central theme, “making a difference.”**

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none"><li>1. She stood up to her parents (pages 1–4).</li><li>2. She made quilt squares for French orphans (pages 9 and 10).*</li><li>3. She ran away from home (pages 18 and 19).</li><li>4. She gave money to the brakeman to free Myrtle (page 58).*</li><li>5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).*</li><li>6. She warns Mr. Martin that there are agents coming to arrest him (page 103).*</li><li>7. She helps a pregnant woman who falls (page 115).*</li><li>8. She decides to spy on the “Antis” for the “Suffs” (page 148).*</li></ol>	<ol style="list-style-type: none"><li>1. She is a strong-willed girl.</li><li>2. She is compassionate and wants to help others.</li><li>3. She is unhappy enough to leave home and not care that her parents might worry.</li><li>4. She is generous and protective of her friends.</li><li>5. She cares for her friends but is used to following the rules.</li><li>6. She trusts her instincts.</li><li>7. She is kind to strangers.</li><li>8. She is willing to take action for something she believes in.</li></ol>



Myrtle's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson. Starred items (\*) are related to the central theme, “making a difference.”**

Character	Actions that affect others	What does this say about this character?
Myrtle	<ol style="list-style-type: none"><li>1. She kept Violet from getting run over and helped clean her up after her fall (page 36).*</li><li>2. She helped Violet find the settlement house (page 42).*</li><li>3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52).*</li><li><b>4. She leaves the car with her head up (page 88).</b></li><li>5. She says she will vote when she grows up (page 97).*</li><li><b>6. She tries to keep Mr. Martin from going out and maybe getting arrested (page 168).*</b></li></ol>	<ol style="list-style-type: none"><li>1. She is a caring and compassionate person.</li><li>2. She is independent and knows her way around the city.</li><li>3. She is brave and determined to help her friends.</li><li>4. She has self-respect and doesn't want people to feel sorry for her.</li><li>5. She is determined and stubborn.</li><li><b>6. She is protective of those she cares about.</b></li></ol>



Other Characters' Actions Anchor Chart  
For Teacher Reference

**Bolded type indicates additions in this lesson; starred items (\*) are related to the central theme, “making a difference.”**

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none"><li>1. He made Violet send her parents a telegram saying that she was OK (page 78).</li><li>2. He joined the Children’s Crusade (page 81).*</li><li>3. He stands up for Myrtle when she is told to ride in the “colored car” (page 87).*</li><li><b>4. He takes care of Myrtle by getting her something to eat and a place to stay (page 153).*</b></li><li><b>5. He makes a scene in public by fighting with Chloe (page 174).</b></li></ol>	<ol style="list-style-type: none"><li>1. He feels responsible for others.</li><li>2. He is adventurous and believes that actions make a difference.</li><li>3. He stands up for what he thinks is right and defends others against injustice.</li><li><b>4. He takes care of others like family. He is protective of people, helps others in need.</b></li><li><b>5. He is foolish because he is in love.</b></li></ol>
Miss Dexter	<ol style="list-style-type: none"><li>1. She says segregation is a distraction from women’s suffrage (page 98).</li></ol>	<ol style="list-style-type: none"><li>1. She is narrow-minded or prejudiced.</li></ol>
Miss Kelley	<ol style="list-style-type: none"><li>1. She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws (page 111).*</li></ol>	<ol style="list-style-type: none"><li>1. She is accepting and willing to work with others for what is right.</li></ol>



Other Characters' Actions Anchor Chart  
(For Teacher Reference)

Character	Actions that affect others	What does this say about this character?
Chloe	<p>2. She took care of sick people (pages 8 and 9).*</p> <p>3. She joined the women's suffrage movement (page 45).*</p>	<p>4. She wants to do "something that matters," wants to help others.</p> <p>5. She will fight for what she believes in.</p>

Student Copy of the Character Anchor Charts

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Violet's Character Anchor Chart**

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none"> <li>1. She stood up to her parents (pages 1–4).</li> <li>2. She made quilt squares for French orphans (pages 9 and 10).</li> <li>3. She ran away from home (pages 18 and 19).</li> <li>4. She gave money to the brakeman to free Myrtle (page 58).</li> <li>5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).</li> <li>6. She warns Mr. Martin that there are agents coming to arrest him (page 103).</li> <li>7. She helps a pregnant woman who falls (page 115).</li> <li>8. She decides to spy on the "Antis" for the "Suffs" (page 148).</li> </ol>	<ol style="list-style-type: none"> <li>1. She is a strong-willed girl.</li> <li>2. She is compassionate and wants to help others.</li> <li>3. She is unhappy enough to leave home and not care that her parents might worry.</li> <li>4. She is generous and protective of her friends.</li> <li>5. She cares for her friends but is used to following the rules.</li> <li>6. She trusts her instincts.</li> <li>7. She is kind to strangers.</li> <li>8. She is willing to take action for something she believes in.</li> </ol>





Student Copy of the Character Anchor Charts

**Myrtle's Character Anchor Chart**

Character	Actions that affect others	What does this say about this character?
Myrtle	<ol style="list-style-type: none"><li>1. She kept Violet from getting run over and helped clean her up after her fall (page 36).</li><li>2. She helped Violet find the settlement house (page 42).</li><li>3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52).</li><li>4. She leaves the car with her head up (page 88).</li><li>5. She says she will vote when she grows up (page 97).</li><li>6. She tries to keep Mr. Martin from going out and maybe getting arrested (page 168).</li></ol>	<ol style="list-style-type: none"><li>1. She is a caring and compassionate person.</li><li>2. She is independent and knows her way around the city.</li><li>3. She is brave and determined to help her friends.</li><li>4. She has self-respect and doesn't want people to feel sorry for her.</li><li>5. She is determined and stubborn.</li><li>6. She is protective of those she cares about.</li></ol>



Student Copy of the Character Anchor Charts

Other Characters' Anchor Chart

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none"><li>1. He made Violet send her parents a telegram saying that she was OK (page 78).</li><li>2. He joined the Children's Crusade (page 81).</li><li>3. He stands up for Myrtle when she is told to ride in the "colored car" (page 87).</li><li>4. He takes care of Myrtle by getting her something to eat and a place to stay (page 153).</li><li>5. He makes a scene in public by fighting with Chloe (page 174).</li></ol>	<ol style="list-style-type: none"><li>1. He feels responsible for others.</li><li>2. He is adventurous and believes that actions make a difference.</li><li>3. He stands up for what he thinks is right and defends others against injustice.</li><li>4. He takes care of others like family. He is protective of people, helps others in need.</li><li>5. He is foolish because he is in love.</li></ol>
Miss Dexter	<ol style="list-style-type: none"><li>1. She says segregation is a distraction from women's suffrage (page 98).</li></ol>	<ol style="list-style-type: none"><li>1. She is narrow-minded or prejudiced.</li></ol>
Miss Kelley	<ol style="list-style-type: none"><li>1. She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws (page 111).</li></ol>	<ol style="list-style-type: none"><li>1. She is accepting and willing to work with others for what is right.</li></ol>



Student Copy of the Character Anchor Charts

**Other Characters' Anchor Chart**

Character	Actions that affect others	What does this say about this character?
Chloe	<ol style="list-style-type: none"><li>1. She took care of sick people (pages 8 and 9).</li><li>2. She joined the women's suffrage movement (page 45).</li></ol>	<ol style="list-style-type: none"><li>1. She wants to do "something that matters," wants to help others.</li><li>2. She will fight for what she believes in.</li></ol>



Evidence of Theme in *The Hope Chest* Sort

**Teacher Directions:** Make a copy of these strips for each triad. Cut the strips in advance of the lesson and place in an envelope or paper clip together.

1) “They’re addressed to me,” Violet said. “From Chloe.” She shifted toward the hall corner, toward the dog’s-leg turn that led to the back stairway. Standing up to Father was a lot scarier than standing up to Mother” (page 3).

2) “Chloe had shouted that she wanted to do something meaningful with her life.... Violet, listening on the stairs, had known just what Chloe meant. At school Violet’s class was knitting squares to make blankets for French war orphans.... To Violet, knitting those squares seemed like the most important thing she had ever done in her life” (pages 9–10).

3) “Violet wished she had more comfortable clothes to run away in.... Violet sat on an itchy mohair-covered train seat.... She was on her way to New York City. (pages 18 and 19).

4) “As she walked along, Violet reflected that she had sat in an Anti meeting last night ... and that nobody had even noticed she was there. She was perfectly set up, Violet thought, to be a spy.... She found that she cared about woman suffrage very much” (page 148).

5) “Whoever they were talking about kidnapping ... needed to know he might be in danger.... ‘Chloe, I really need to tell you something.’ ... Violet hurriedly gabbled out something about a plot to kidnap one of the Suff legislators.... ‘Mr. Hanover,’ Mrs. Catt said promptly. ‘Our floor leader in the House. He needs a bodyguard’” (pages 183, 184, 194).



Evidence of Theme in *The Hope Chest Sort*

**Teacher Directions:** Make a copy of these strips for each triad. Cut the strips in advance of the lesson and place in an envelope or paper clip together.

6) “‘Where are you trying to get to?’ ‘The Henry Street Settlement House,” said Violet. ‘Boy are you lost,” said the girl. ‘Come on.’ She took Violet’s arm and led her down the street. ‘My name’s Myrtle Davies. What’s yours?’” (page 37)

7) “[Myrtle] did know one thing. ‘I’m going to vote, ma’am, when I grow up’” (page 97).

8) “[Chloe] went to Washington, D.C., over a year ago to work with the National Woman’s Party on the Susan B. Anthony Amendment.... It’s a very worthwhile cause” (pages 45 and 46).

9) “‘When I was your age, I walked from Pennsylvania to Long Island with Mother Jones, on her Children’s Crusade.’ ... ‘But President Roosevelt wouldn’t see you,’ Violet reminded him. ‘No, but thousands of people did see us. You can never know what seeds your words and actions might plant’” pages 81 and 82).

10) “‘As soon as you’ve eaten, we will go out and send them a telegram’” (page 78).

11) “‘This Jim Crow business. My organization, the National Association for the Advancement of Colored People, is fighting to put an end to it....’ Violet stared at Miss Kelley. ‘But you’re not colored.’ ... ‘That doesn’t mean I can’t fight for justice side by side with colored people’” (page 111).



Finding a Central Theme in *The Hope Chest*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Repeating ideas in *The Hope Chest*: What patterns do you notice on the Character anchor charts?



Describe these ideas. What messages do these ideas send the reader?

A central theme in *The Hope Chest* is:



Record at least three examples of the central theme from your sort and explain how they are related to this theme:

1.

2.

3.



Reader's Guide for *The Hope Chest*, Chapter 15: "The Ferocious Mrs. Catt"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Historical Background Information

**Tennessee state government in 1919:** Like the federal government, state governments are divided into three branches. The executive branch carries out the law, suggests new laws, and can veto or prevent new laws from being created. The legislative branch, consisting of the House of Representatives and the Senate, writes and passes new laws. The judicial branch interprets the law. In Tennessee, the governor runs the executive branch, much like the president runs the federal government's executive branch. The legislative branch is called the General Assembly in Tennessee; this is similar to the federal government's Congress. It consists of a House of Representatives and a Senate. For an amendment to the federal Constitution to be passed, a majority of both the state's House and Senate must vote to approve it.

### Glossary

affronted (182): insulted

deteriorating (194): falling apart

anarchist (193): someone who believes there should be no government

persuadable (184): able to be persuaded to do something; able to be convinced

aye (185): yes; to vote yes

"simple majority" (180): a voting requirement of at least half of the votes to pass a bill or amendment



Reader's Guide for *The Hope Chest*, Chapter 15: "The Ferocious Mrs. Catt"

Summary Notes:	Summary:
<b>Somebody:</b>	
<b>In:</b>	
<b>Wanted:</b>	
<b>But:</b>	
<b>So:</b>	
<b>Then:</b>	





EXPEDITIONARY  
LEARNING

## **Grade 4: Module 4: Unit 2: Lesson 15**

### **Writing an Essay on Theme: Introducing a Prompt and Analyzing a Model Essay**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the theme of a story, drama, or poem. (RL.4.2)

I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9a)

Supporting Learning Targets

- I can explain how evidence I locate in *The Hope Chest* is connected to the central theme, “making a difference.”
- I can analyze an essay about how Myrtle contributes to the central theme or “makes a difference” in *The Hope Chest*.
- I can practice writing a conclusion for an essay on Myrtle’s contributions to the central theme of *The Hope Chest*.

Ongoing Assessment

- Reader’s Guide for *The Hope Chest*, Chapter 15: “The Ferocious Mrs. Catt” (from homework)
- Model and Practice Essay on Theme handout



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (5 minutes)</li><li>B. Sharing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Introducing Theme Essay Prompt for Myrtle(10 minutes)</li><li>B. Introducing Essay Criteria and Analyzing a Model Essay (20 minutes)</li><li>C. Practicing Writing a Conclusion (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Share and Debrief (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read Chapter 16 and complete the summary notes and summary statement in your Reader's Guide for <i>The Hope Chest</i>, Chapter 16: "Politics and Gunplay."</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students will continue to look for evidence of the central theme of <i>The Hope Chest</i>. They will also be introduced to a prompt about how Myrtle contributes to the central theme. This prompt will be used again for Part II of the end of unit assessment, this time asking students to analyze how Violet contributes to the central theme of the novel.</li><li>• In this lesson, students analyze the criteria for their short essays on theme and then analyze a model essay against the criteria. Finally, students learn how to write an essay conclusion by writing one for the model essay.</li><li>• In advance: Review the Mix and Mingle (Appendix); write the end of unit assessment prompt on chart paper: "How did Violet make a difference in <i>The Hope Chest</i>? After reading <i>The Hope Chest</i>, write an essay that describes how some of Violet's actions contribute to the theme 'making a difference.' Make sure to provide at least two examples with evidence from the text to support your analysis."</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
explain, locate, evidence, theme, practice, contributions, protect, prevent, distract	<ul style="list-style-type: none"><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 15: "The Ferocious Mrs. Catt" (answers, for teacher reference)</li><li>• Green colored pencil (one per student as needed)</li><li>• Equity sticks</li><li>• End of Unit 2 Assessment prompt (see supporting materials; display on chart paper or with a document camera)</li><li>• Student Copy of the Character Anchor Charts (from Lesson 14)</li><li>• Violet's Character anchor chart (begun in Lesson 3)</li><li>• Myrtle's Character anchor chart (begun in Lesson 5)</li><li>• Other Characters' Actions anchor chart (begun in Lesson 8)</li><li>• Model and Practice Essay on Theme handout (one per student and one to display)</li><li>• Document camera</li><li>• Structure of a Short Essay anchor chart (from Lesson 9)</li><li>• Colored pencils (three of each color—red, green, blue, and purple—for each triad)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 16: "Politics and Gunplay" (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the learning targets: <ul style="list-style-type: none"> <li>– “I can explain how evidence I locate in <i>The Hope Chest</i> is connected to the central theme, ‘making a difference.’”</li> <li>– “I can analyze an essay about how Myrtle contributes to the central theme or “makes a difference” in <i>The Hope Chest</i>.”</li> <li>– “I can practice writing a conclusion for an essay on Myrtle’s contributions to the central theme of <i>The Hope Chest</i>.”</li> </ul> </li> <li>• Ask for a few volunteers to read the learning targets aloud. Ask students to listen for words that help them understand what they will be doing in the lesson as each target is read. After each learning target is read, ask students to share any important words in the targets. Listen for: “explain,” “locate,” “evidence,” “theme,” “practice,” and “contributions.” Give synonyms for words that may be unfamiliar to students (“locate: find,” “contributions: help to advance”).</li> <li>• Explain that students will continue to look for evidence of the central theme, “making a difference,” as they read the novel, but they will also prepare to write an essay about the theme for their end of unit assessment.</li> <li>• Tell them that today they will do both, first by looking for evidence of theme, then by analyzing a model essay and writing its conclusion using specific criteria that you will provide for them.</li> </ul>	
<p><b>B. Sharing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students what they were expected to do for homework: “Read Chapter 15 and complete the summary notes and summary statement in your Reader’s Guide for <i>The Hope Chest</i>, Chapter 15: “The Ferocious Mrs. Catt.” Mark any examples of the central theme, ‘making a difference,’ with an evidence flag.”</li> <li>• Ask students to share their summary notes and statement with their reading triad. Encourage them to revise their statements for clarity based on their conversation, using a <b>green colored pencil</b>.</li> <li>• Use <b>equity sticks</b> to cold call one or two groups to share their summary statements. Listen for summaries like this: <ul style="list-style-type: none"> <li>– “In Chapter 15, Violet overhears the Antis talking about kidnapping one of the legislators to make sure the amendment does not get voted on. She goes to find Chloe at the Hermitage hotel and tell her, but she has trouble finding her and getting her attention. When she finally does, she cannot tell her in private because Mr. Martin, Myrtle, and a woman named Mrs. Catt are all there too. Violet decides to tell them all. Mrs. Catt tells Chloe that Mr. Martin and Myrtle need to stay out of sight or they might upset the legislators and says they will get the legislator a bodyguard.”</li> </ul> </li> <li>• Allow students to revise as necessary. Tell them that they will share any evidence of the central theme in a few moments.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Introducing Theme Essay Prompt (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post the <b>End of Unit 2 Assessment prompt</b> for students. Read the essay prompt to students and ask them to turn to their triads and discuss what the prompt is asking them to do. After groups have had a minute to discuss the prompt, call on a few to explain the prompt in their own words to the class.</li> <li>• Clarify the meaning of the prompt by telling students that their task will be to write an essay that explains how Violet “makes a difference,” or improves people’s lives or the world, in <i>The Hope Chest</i>. Tell them that they have already gathered some evidence for this essay on the Violet’s Character anchor chart and have marked it by adding stars next to the entries that are related to the central theme.</li> <li>• Tell students that they will continue to use the Violet’s Character anchor chart to prepare for this essay by gathering additional evidence from the remaining chapters of the book.</li> <li>• Ask students to get out their <b>Student Copy of the Character Anchor Charts</b> (from Lesson 14). Post the <b>Violet’s Character anchor chart</b>. Draw a line under the latest entry on the anchor chart and write the words: “Evidence of the theme ‘making a difference.’” Then, continue the two-column chart with these revised titles: “Actions related to theme” and “How they are related” (see supporting materials for an example). Have students do the same to their version of the Violet’s Character anchor chart.</li> <li>• Next, ask students if there is anything that happened in Chapter 15 related to the central theme, “making a difference,” that they could add to the revised version of the Violet’s Character anchor chart. Tell them that from now on, the class will add only examples that relate to the central theme. Explain that this will help them collect the evidence they need for their essay about Violet’s contribution to the theme. Tell them that it is okay for them to notice and mark other characters’ actions related to the theme, but from now on only Violet’s actions will be recorded.</li> <li>• Ask them to discuss with their triad any evidence of theme they marked in last night’s homework. Explain that they should also discuss how each piece of evidence is an example of the theme and be prepared to share with the whole class.</li> <li>• Cold call students for suggestions for what should be added to the anchor charts related to the theme “making a difference.” Prompt them to explain how each character action is related to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving the end of unit assessment prompt to students before the assessment helps them to read the remaining chapters of the book with a keen focus on the evidence of theme related to the main character Violet. This serves to both help them read for evidence of theme and to prepare for the on-demand essay writing in Lesson 18.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Be sure the following is added to both the Violet's Character anchor chart and the student copies:               <ul style="list-style-type: none"> <li>* Action related to "making a difference": "Violet tells Chloe and Mrs. Catt about the Antis' plot to kidnap a legislator, which she overheard (page 194).</li> <li>* How they are related to this theme: "Her actions make a difference by protecting one of the legislators, and this helps the Suff's cause."</li> </ul> </li> </ul>	
<p><b>B. Introducing Essay Criteria and Analyzing a Model Essay (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain that another way for students to prepare for this essay is to look at a model essay, and that is what they will do next. Post the <b>Myrtle's Character anchor chart</b>. Ask triads to discuss:               <ul style="list-style-type: none"> <li>* "If you were to write an essay about how Myrtle's character contributes to the theme 'making a difference,' what would you write? How has she made a difference in <i>The Hope Chest</i> so far?"</li> </ul> </li> <li>• Give triads 5 minutes to discuss the question. Circulate and listen in on discussions. Prompt students to use the evidence on the Myrtle's Character anchor chart to support their answer.</li> <li>• Cold call a few groups to share their answers. Students may simply cite examples directly from the anchor chart; if they do, prompt them to generalize or characterize how Myrtle contributes to the theme:               <ul style="list-style-type: none"> <li>* "If you had to say how Myrtle made a difference overall, or in general, what would you say?"</li> <li>* "Look at the evidence on her anchor chart. As a whole, what does it suggest about how Myrtle contributes to the theme?"</li> </ul> </li> <li>• Listen for students to notice that Myrtle contributes to the theme mostly through helpfulness to her friends Violet and Mr. Martin. Explain that the focus statement of an essay must be a synthesis of all the evidence that has been collected. Tell them that you will show them an example.</li> <li>• Display the <b>Model and Practice Essay on Theme handout</b> using a <b>document camera</b>. Ask the class to read along silently and listen for the gist of the essay. Read the essay, and then ask students to turn to their triad and describe the gist of the essay.</li> <li>• Cold call a few groups to share the gist. Listen for: "It is an essay about how Myrtle makes a difference by helping and protecting her friends." Tell students that this is the focus of the essay. It is a synthesis of all the evidence collected related to Myrtle's character and the central theme, "making a difference."</li> </ul>	<ul style="list-style-type: none"> <li>• Providing models of expected work supports all learners, especially those who are challenged.</li> <li>• Research shows that color-coding can help students categorize and organize new learning and acts as a mnemonic device.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Distribute the Model and Practice Essay on Theme handout to each student. Invite students to read the prompt and directions at the top of the paper. Ask:<ul style="list-style-type: none"><li>* “What do you notice about this prompt?” Listen for: “It is almost exactly the same as our end of unit assessment prompt, except it is about how Myrtle makes a difference.”</li><li>* “What are the three things you will do?” Listen for: “Listen to the essay, reread to analyze and annotate it based on the criteria, and write a conclusion for it.”</li></ul></li><li>• Next, post the <b>Structure of a Short Essay anchor chart</b> (from Lesson 9). Review the parts and purposes of an essay and their corresponding colors:<ul style="list-style-type: none"><li>– Introduction: catch reader’s attention and provide background—red</li><li>– Focus statement: explains the focus of the essay and answers the prompt—green</li><li>– Body: offers examples and evidence that support the focus—blue and yellow</li><li>– Conclusion: summarizes the focus statement and leaves the reader with something to think about related to the topic—green</li></ul></li><li>• Tell students that the criteria listed on the Model and Practice Essay on Theme handout will fit into this structure. Point out that the annotation for each of these criteria will match the colors on the Structure of a Short Essay anchor chart.</li><li>• Ask students to read the criteria (the learning targets) and talk with their triads about what is familiar from past writing and what is unfamiliar in these criteria. Listen for them to notice the following similarities and differences from their writing in previous lessons and modules and ask them to underline the differences:<ul style="list-style-type: none"><li>– Similarity: The introduction includes background.</li><li>– Difference: The introduction includes an explanation of the theme.</li><li>– Similarity: The introduction includes a focus statement that answers the prompt.</li><li>– Similarity: The body includes examples with evidence from the text.</li><li>– Difference: The body includes an explanation of how the examples are related to the theme.</li><li>– Similarity: There are linking words to connect the paragraphs.</li><li>– Similarity: The conclusion summarizes the focus statement.</li><li>– Difference: The conclusion must leave the reader with something to think about related to the theme.</li></ul></li><li>• Next, ask students to read through the directions for annotating in the left-hand column and ask if there are any questions. Clarify if needed.</li></ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Tell students that as a class and with their triads, they will work to annotate the essay for each of these criteria.</li> <li>• Distribute <b>colored pencils</b> (three of each color: red, green, blue, and purple) to each triad. Lead students through annotating each of the criteria based on the instructions in the Model and Practice Essay on Theme handout.</li> <li>• For example, for the first learning target in the criteria, you may ask students to reread the first paragraph of the essay with their triad and decide what should have a red box around it based on the first learning target in the list of criteria. Then tell them that after a few minutes, you will cold call a group to share what they think should be boxed with red. Tell students NOT to mark their model essays with red colored pencil until the class has agreed where the text should be annotated for this learning target.</li> <li>• After a few minutes of triad discussion, cold call a group to share, then model how to annotate for this learning target (see the supporting materials for an annotated version of the model essay).</li> <li>• Follow a similar procedure for each of the learning targets in the criteria, or release students to complete the rest of the annotating with their triads, if you are confident they will be able to find evidence of each learning target in the list of criteria on their own.</li> </ul>	
<p><b>C. Practicing Writing a Conclusion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Stop students when they have annotated the introduction and the body paragraphs for each of the related targets and focus their attention on the final learning target related to the conclusion paragraph:             <ul style="list-style-type: none"> <li>* “I can write a conclusion that summarizes my focus statement and leaves my reader with something to think about related to the central theme, “making a difference.”</li> </ul> </li> <li>• Explain that there are two parts to this learning target: summarizing the focus statement and leaving the reader with something to think about related to the theme. Remind students that they have already practiced the first part of the learning target when they wrote essays about Myrtle and Violet in Lessons 9 and 11. Tell them that they will focus on the second part of the target today.</li> <li>• Ask triads to discuss:             <ul style="list-style-type: none"> <li>* “What do you think it means to ‘leave something for your readers to think about related to the theme?’”</li> </ul> </li> <li>• Cold call students and listen for the following: “It means that the conclusion should say something about why making a difference is important in the story” or “It means that the conclusion should say something about why the author might have included this theme” or “It means the conclusion should say something about what the reader should learn from the theme.”</li> </ul>	<ul style="list-style-type: none"> <li>• Consider having students who struggle with on-demand writing to talk with a partner before they write their conclusion. Offer this sentence frame for their discussion: “I would summarize the focus statement by writing _____ and would write _____ to help my readers reflect on the theme.”</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Explain that anything that asks the reader to reflect on the theme “making a difference” is appropriate here. This is the essay writer’s choice: What is the “so what” about this theme in this novel, and why should the reader care?</li><li>• Explain that the conclusion should show the essay writer’s unique take on the prompt. Give students this quick example: “If I were writing an essay about the theme of ‘resisting stereotypes’ in <i>The Hope Chest</i>, I might write a sentence similar to the following ...” Model by writing this conclusion on the board:<ul style="list-style-type: none"><li>* “Myrtle resisted the stereotype of what a ‘colored’ girl should grow up to do, be a maid. We could all learn a lot from a character like Myrtle. It is important to choose your own path in life.”</li></ul></li><li>• Ask students to give it a try by writing the conclusion for the model essay. Tell students to do the following:<ol style="list-style-type: none"><li>1. Reread the last learning target in the criteria list.</li><li>2. Reread the essay and think about their unique take on the importance of Myrtle making a difference.</li><li>3. Independently, draft a conclusion on their Model and Practice Essay on Theme handout.</li></ol></li><li>• Circulate and support students as needed.</li></ul>	<ul style="list-style-type: none"><li>• The conclusion may be difficult for students to write if they are still struggling to understand literary theme. Consider forming an invitational group for students who would like more support with crafting their conclusions.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Share and Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students together for a round of Mix and Mingle (see supporting materials). Tell them they have done a Mix and Mingle before, but that you would like to give them a few reminders for how to do it:<ol style="list-style-type: none"><li>1. Wait for my signal to start.</li><li>2. Find a partner whom you did not work with in today's lesson.</li><li>3. Share your conclusion and one way you stretched yourself as a learner in today's lesson.</li><li>4. Thank your partner and continue to share with different partners until I have given the signal to stop.</li></ol></li><li>• Give students 5 minutes to Mix and Mingle, then collect their Model and Practice Essay on Theme handouts for formative assessment toward W.4.2.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 16 and complete the summary notes and summary statement in your <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 16: "Politics and Gunplay."</b> Mark any examples of the central theme, "making a difference," with evidence flags. Reread as needed.</li></ul> <p><i>Note: Review students' conclusions in the Model and Practice Essay on Theme handout and provide feedback based on the criteria for conclusions outlined on the handout. Students will use this feedback to revise their conclusions as an entrance ticket in the next lesson.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 2: Lesson 15

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 15: "The Ferocious Mrs. Catt"  
(Answers, For Teacher Reference)

**Historical Background Information**

**Tennessee state government in 1919:** Like the federal government, state governments are divided into three branches. The executive branch carries out the law, suggests new laws, and can veto or prevent new laws from being created. The legislative branch, consisting of the House of Representatives and the Senate, writes and passes new laws. The judicial branch interprets the law. In Tennessee, the governor runs the executive branch, much like the president runs the federal government's executive branch. The legislative branch is called the General Assembly in Tennessee; this is similar to the federal government's Congress. It consists of a House of Representatives and a Senate. For an amendment to the federal Constitution to be passed, a majority of both the state's House and Senate must vote to approve it.

**Glossary**

affronted (182): insulted

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aye (185): yes; to vote yes

"simple majority" (180): a voting requirement of at least half of the votes to pass a bill or amendment



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(Answers, For Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet	<p>In Chapter 15, Violet overhears the Antis talking about kidnapping one of the legislators to make sure the amendment does not get voted on. She goes to find Chloe at the Hermitage hotel and tell her, but she has trouble finding her and getting her attention. When she finally does, she cannot tell her in private because Mr. Martin, Myrtle, and a woman named Mrs. Catt are all there too. Violet decides to tell them all. Mrs. Catt tells Chloe that Mr. Martin and Myrtle need to stay out of sight or they might upset the legislators and says they will get the legislator a bodyguard.</p>
<b>In:</b> the Hermitage	
<b>Wanted:</b> to find Chloe and tell her about the Antis' plan to get rid of "the Bolshevik."	
<b>But:</b> She finds her with Mr. Martin and Mrs. Catt, and Myrtle shows up too.	
<b>So:</b> She decides to tell everyone what she heard.	
<b>Then:</b> They think "the Bolshevik" is a certain legislator and plan to get him a bodyguard.	



How did Violet make a difference in *The Hope Chest*? After reading *The Hope Chest*, write an essay that describes how Violet contributes to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.

[illegible]



Violet's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

**Starred items (\*) are related to the central theme, “making a difference.”**

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none"><li>1. She stood up to her parents (pages 1–4).</li><li>2. She made quilt squares for French orphans (pages 9 and 10).*</li><li>3. She ran away from home (pages 18 and 19).</li><li>4. She gave money to the brakeman to free Myrtle (page 58).*</li><li>5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).*</li><li>6. She warns Mr. Martin that there are agents coming to arrest him (page 103).</li><li>7. She helps a pregnant woman who falls (page 115).*</li><li>8. She decides to spy on the “Antis” for the “Suffs” (page 148).*</li></ol>	<ol style="list-style-type: none"><li>1. She is a strong-willed girl.</li><li>2. She is compassionate and wants to help others.</li><li>3. She is unhappy enough to leave home and not care that her parents might worry.</li><li>4. She is generous and protective of her friends.</li><li>5. She cares for her friends but is used to following the rules.</li><li>6. She trusts her instincts.</li><li>7. She is kind to strangers.</li><li>8. She is willing to take action for something she believes in.</li></ol>





**Violet's Character Anchor Chart**  
(For Teacher Reference)

Character	Actions related to “making a difference”	How is this action related to this theme?
Violet	9. She tells Chloe and Mrs. Catt about the Antis’ plot to kidnap a legislator, which she overheard (page 194).*	9. Her actions make a difference by protecting one of the legislators, and this helps the Suffs’ cause.



Myrtle's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

**Starred items (\*) are related to the central theme, “making a difference.”**

Character	Actions that affect others	What does this say about this character?
Myrtle	<ol style="list-style-type: none"><li>1. She kept Violet from getting run over and helped clean her up after her fall (page 36).*</li><li>2. She helped Violet find the settlement house (page 42).*</li><li>3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52).*</li><li>4. She leaves the car with her head up (page 88).</li><li>5. She says she will vote when she grows up (page 97).*</li><li>6. She tries to keep Mr. Martin from going out and maybe getting arrested (page 168).*</li></ol>	<ol style="list-style-type: none"><li>1. She is a caring and compassionate person.</li><li>2. She is independent and knows her way around the city.</li><li>3. She is brave and determined to help her friends.</li><li>4. She has self-respect and doesn't want people to feel sorry for her.</li><li>5. She is determined and stubborn.</li><li>6. She is protective of those she cares about.</li></ol>



Other Characters' Actions Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions in this lesson; starred items (\*) are related to the central theme, “making a difference.”**

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none"><li>1. He made Violet send her parents a telegram saying that she was OK (page 78).</li><li>2. He joined the Children’s Crusade (page 81).*</li><li>3. He stands up for Myrtle when she is told to ride in the “colored car” (page 87).*</li><li>4. He takes care of Myrtle by getting her something to eat and a place to stay (page 153).*</li><li>5. He makes a scene in public by fighting with Chloe (page 174).</li></ol>	<ol style="list-style-type: none"><li>1. He feels responsible for others.</li><li>2. He is adventurous and believes that actions make a difference.</li><li>3. He stands up for what he thinks is right and defends others against injustice.</li><li>4. He takes care of others like family. He is protective of people, helps others in need.</li><li>5. He is foolish because he is in love.</li></ol>
Miss Dexter	<ol style="list-style-type: none"><li>1. She says segregation is a distraction from women’s suffrage (page 98).</li></ol>	<ol style="list-style-type: none"><li>1. She is narrow-minded or prejudiced.</li></ol>
Miss Kelley	<ol style="list-style-type: none"><li>1. She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws (page 111).*</li></ol>	<ol style="list-style-type: none"><li>1. She is accepting and willing to work with others for what is right.</li></ol>



**Other Characters' Actions Anchor Chart**  
(For Teacher Reference)

Character	Actions that affect others	What does this say about this character?
Chloe	<ol style="list-style-type: none"><li>1. She took care of sick people (pages 8 and 9).*</li><li>2. She joined the women's suffrage movement (page 45).*</li></ol>	<ol style="list-style-type: none"><li>1. She wants to do "something that matters," wants to help others.</li><li>2. She will fight for what she believes in.</li></ol>



Model and Practice Essay on Theme

.....  
**Name:**

.....  
**Date:**

**How Myrtle “Makes a Difference” in *The Hope Chest***

How did Myrtle make a difference in *The Hope Chest*? After reading *The Hope Chest*, write an essay that describes how some of Myrtle’s actions contribute to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.

**Directions:**

1. Read along silently as the unfinished essay about Myrtle is read aloud.
2. Reread and annotate the essay based on the criteria and directions listed below.
3. Write a conclusion for the essay based on the criteria below.



Model and Practice Essay on Theme

Short Literary Essay Criteria	Directions for Annotating
I can introduce the topic of my essay by including information about the novel, <i>Myrtle</i> , and the central theme, “making a difference.” (W.4.2a)	Draw a box around this part of the essay using RED.
I can write a focus statement that answers the prompt. (W.4.2a)	Underline using GREEN.
I can provide at least two examples with evidence from the text that support my focus statement. (W.4.2a; W.4.9a)  I can explain how each example supports the theme “making a difference”. (W.4.2 a and c; W.4.9a)	Draw a box around the first example and evidence in BLUE.  Draw a box around the second example and evidence in YELLOW.
I can use linking words to connect examples in the body of my essay. (W.4.2b)	Underline these words in PURPLE.
I can write a conclusion that summarizes my focus statement and leaves my reader with something to think about related to the central theme, “making a difference.” (W.4.2d)	Write a conclusion that meets the criteria.

Model and Practice Essay on Theme

**Prompt:**

How did Myrtle make a difference in *The Hope Chest*? After reading *The Hope Chest*, write an essay that describes how some of Myrtle’s actions contribute to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.

**How Myrtle “Makes a Difference” in *The Hope Chest***

What does it mean to “make a difference”? For Myrtle, it means helping her new friends Violet and Mr. Martin. In the novel *The Hope Chest* by Karen Schwabach, the central theme is “making a difference,” or doing things that make the world a better place. Myrtle makes a difference by helping and protecting her friends.

In the beginning of the novel, Myrtle helps her new friend Violet. The first thing she does when she meets Violet is save her from being run over in the street. Then Myrtle helps her look for her sister in New York City, and then Washington, D.C.

Later in the novel, Myrtle tries to protect her friend Mr. Martin. She tries to prevent him from leaving Dead Horse Alley so that he won’t be arrested. She tries to distract him by talking to him about marrying Chloe.

**Write the concluding paragraph for this essay here.** Be sure to summarize the focus statement and leave the reader with something to think about related to the central theme, “making a difference.”

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Model and Practice Essay on Theme  
(Answers, For Teacher Reference)

**Prompt:**

How did Myrtle make a difference in *The Hope Chest*? After reading *The Hope Chest*, write an essay that describes how some of Myrtle’s actions contribute to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.

**How Myrtle “Makes a Difference” in *The Hope Chest***

What does it mean to “make a difference”? For Myrtle, it means helping her new friends Violet and Mr. Martin. In the novel *The Hope Chest* by Karen Schwabach, the central theme is “making a difference,” or doing things that make the world a better place. Myrtle makes a difference by helping and protecting her friends.

In the beginning of the novel, Myrtle helps her new friend Violet. The first thing she does when she meets Violet is save her from being run over in the street. Then Myrtle helps her look for her sister in New York City, and then Washington, D.C.

Later in the novel, Myrtle tries to protect her friend Mr. Martin. She tries to prevent him from leaving Dead Horse Alley so that he won’t be arrested. She tries to distract him by talking to him about marrying Chloe.

**Write the concluding paragraph for this essay here.** Be sure to summarize the focus statement and leave the reader with something to think about related to the central theme, “making a difference.”

**Possible student response:** Myrtle’s character makes a difference by doing small things that help and protect her friends Violet and Mr. Martin. Myrtle is a good friend, and good friends really make a difference!





Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"

.....  
Name:

.....  
Date:

**Historical Background Information**

**Amending the Constitution and the 19th Amendment:** In 1919, the Susan B. Anthony Amendment, or the 19th Amendment to the U.S. Constitution, was passed. It gave all women the right to vote in all states. To amend, or change, the U.S. Constitution, there is a series of steps that the federal and state governments must take. The first step is to propose an amendment by having at least two-thirds of the members of Congress vote yes to proposing the amendment to the states. Next, the amendment goes to the states for ratification, or approval. When a state government is voting to ratify an amendment, more than half of the legislators must vote yes for it to pass. Three-fourths of all the states must vote to ratify the amendment. Today, this means 38 of 50 states. At the time of the 19<sup>th</sup> amendment, this was 36 of 48 states, because Hawaii and Alaska were not yet states. Tennessee was the last state needed to ratify the 19th Amendment.



Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"

Glossary	
<b>alien</b> (209): someone who lives in a country but is not a citizen	<b>persnickety</b> (207): fussy or demanding
<b>bill</b> (204): a proposed law	<b>pardon</b> (206): an official act that frees a person from punishment for a crime
<b>corrupt</b> (205): not honest; able to be bribed with money or gifts to do something	<b>political machine</b> (205): a group that has power to control who is elected and what laws are passed or changed.
<b>"House committee"</b> (204): a group of legislators who gather to decide whether a bill should be brought up for a vote	<b>polling</b> (200): to question people to get their opinions on a topic
<b>legislator</b> (200): someone who makes laws	<b>ratifies</b> (204): approves in an official way
<b>legislature</b> (204): part of the government that has the power to make or change laws	<b>"send the bill to the floor"</b> (204): when a bill is approved by a committee and sent out to be voted on by all members of the legislature
<b>lobby</b> (201): to try to influence people who make laws to vote a certain way	<b>verisimilitude</b> (200): something that appears to be true or real



Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"

Summary Notes:	Summary:
<b>Somebody:</b>	
<b>In:</b>	
<b>Wanted:</b>	
<b>But:</b>	
<b>So:</b>	
<b>Then:</b>	



EXPEDITIONARY  
LEARNING

## **Grade 4: Module 4: Unit 2: Lesson 16**

### **Preparing to Write an Essay about Theme: Reading and Gathering Evidence from Chapter 17 in *The Hope Chest***



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)

I can determine the theme of a story, drama, or poem. (RL.4.2)

I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9a)

**Supporting Learning Targets**

- I can identify evidence of the central theme, “making a difference,” in *The Hope Chest*.
- I can explain how the evidence I select contributes to the central theme of *The Hope Chest*, “making a difference.”
- I can discuss how Violet contributes to the theme “making a difference” throughout the novel *The Hope Chest*, using evidence from the text.

**Ongoing Assessment**

- Reader's Guide for *The Hope Chest*, Chapter 16: “Politics and Gunplay” (from homework)
- Text-dependent questions for Chapter 17
- Student Copy of the Character anchor charts



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (5 minutes)</li><li>B. Sharing Homework and Engaging the Reader (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Reading and Gathering Evidence of Violet's Contributions to the Central Theme in Chapter 17 (35 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Discussing Violet's Contributions to the Central Theme (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. To prepare for Part I of the end of unit assessment, read Chapter 18 and mark any examples of the central theme, "making a difference," with evidence flags.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students will prepare for Part II of their end of unit assessment by gathering evidence related to the central theme, "making a difference," in <i>The Hope Chest</i>, Chapter 17. They will then have a discussion about how Violet's actions throughout the novel contribute to this theme.</li><li>• To prepare for Part I of the End of Unit assessment in Lesson 17, students will read chapter 18 for homework. They will use evidence flags to mark evidence of the central theme, but they will not complete a Reader's Guide for this chapter (or for chapter 19 in the following lesson). This is an intentional removal of scaffolding, in order to allow for a more accurate assessment of student's ability to read and analyze the text independently.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
select, contributes; adjourned (226), agitated (217), chivalrously (219), contradict (225), sweltering (221), resolutely (216)	<ul style="list-style-type: none"><li>• Green colored pencils (one per student)</li><li>• Equity sticks</li><li>• Violet's Character anchor chart (begun in Lesson 3)</li><li>• Student Copy of the Character anchor charts (from Lesson 14)</li><li>• Reader's Guide for <i>The Hope Chest</i> Chapter 17: "The Hope Chest" (one per student)</li><li>• Text-Dependent Questions for Chapter 17 (one per student)</li><li>• Exit ticket (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to join their triad and read the learning targets:<ul style="list-style-type: none"><li>– "I can identify evidence of the central theme, "making a difference," in <i>The Hope Chest</i>."</li><li>– "I can explain how the evidence I select contributes to the central theme of <i>The Hope Chest</i>, "making a difference."</li><li>– "I can discuss how Violet contributes to the theme "making a difference" throughout the novel <i>The Hope Chest</i>, using evidence from the text."</li></ul></li><li>• Ask triads to discuss what they will learn to do today and come up with their own explanation.</li><li>• Cold call three groups, one for each learning target, to explain the target in their own words. Have students give a quick thumbs-up, thumbs-sideways, or thumbs-down to indicate their understanding of the targets. Clarify as needed.</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Sharing Homework and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students what they were expected to do for homework: “Read Chapter 16 and complete the summary notes and summary statement in your Reader’s Guide for <i>The Hope Chest</i>, Chapter 16: “Politics and Gunplay.” Mark any examples of the central theme, “making a difference,” with evidence flags.”</li><li>• Ask students to share their summary notes and statement with their reading triads. Encourage them to revise their statements for clarity based on their conversation, using a <b>green colored pencil</b>.</li><li>• Use <b>equity sticks</b> to cold call one or two triads to share their summary statements. Listen for summaries similar to: “Violet and Chloe go to the Capitol and are asked to help find two missing legislators because they are needed for a committee vote to bring the Susan B. Anthony Amendment up for a vote in the House. At the same time, Myrtle and Mr. Martin are eating lunch in Dead Horse Alley when some Palmer agents come in and arrest him. So Myrtle leaves Mrs. Ready’s house.”</li><li>• Allow students to revise as necessary.</li><li>• Tell students that there was not a lot of evidence of the theme “making a difference” in Chapter 16. Remind them that this theme is often more common in some sections of a text and not as common in others.</li><li>• Ask students to turn to their triads and share the evidence they found related to “making a difference” in Chapter 16, marked with evidence flags. Ask them to confirm if and how each piece of evidence is related to the central theme.</li><li>• Give students 5 minutes to discuss the evidence they marked in Chapter 16. Cold call groups to share out their evidence and how it is related to “making a difference.” Listen for:<ul style="list-style-type: none"><li>– Action: “Chloe teaches Violet and Myrtle to drive.”<ul style="list-style-type: none"><li>• How it is related to theme: “It makes a difference by teaching them something they will need to know in the future.”</li></ul></li><li>– Action: “Chloe tells Violet about the importance of women getting involved in politics.”<ul style="list-style-type: none"><li>• How it is related to theme: “It makes a difference by helping Violet understand why the passage of the 19th Amendment is important.” (Students may not pick up on this being an example of the theme, as it is subtle.)</li></ul></li></ul></li><li>• Explain that since they were not able to collect much evidence of the theme in Chapter 16, you would like them to work with their triads today to collect evidence of Violet’s contributions to the central theme in Chapter 17.</li></ul>	





Work Time	Meeting Students' Needs
<p><b>A. Reading and Gathering Evidence of Violet's Contributions to the Central Theme in Chapter 17 (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the <b>Violet's Character anchor chart</b> and ask students to get out their <b>Student Copy of the Character Anchor Charts</b> (from Lesson 14). Tell students that for today's lesson, they will practice reading a chapter independently and collecting evidence about Violet's contributions to the central theme, "making a difference," in Chapter 17. Explain that after this independent work, they will meet with their triads to answer some text-dependent questions and see if they found similar evidence in the chapter.</li><li>• Distribute the <b>Reader's Guide for <i>The Hope Chest</i> Chapter 17: "The Hope Chest"</b> to each student. Review the directions at the top.</li><li>• Tell students they have about 20 minutes to work independently. Explain that everyone reads at a different pace, and so for some this will be plenty of time, but for others it may not be enough. Explain that, since they will be meeting with their triads afterward, their first goal should be to complete the first step.</li><li>• Distribute additional evidence flags if needed. Circulate to support students as needed.</li><li>• After about 20 minutes, ask students to pause where they are and join their triad. Distribute the <b>Text-Dependent Questions for Chapter 17</b> to each student. Review the directions on the handout and clarify if needed. Allow students to meet and discuss the questions with their groups for 10 additional minutes. Circulate to support groups as needed.</li><li>• Gather students together to share out their answers to the text-dependent questions.</li><li>• Cold call a group to summarize the chapter. Listen for:<ul style="list-style-type: none"><li>– "In Chapter 17 of <i>The Hope Chest</i>, Violet is going with her sister Chloe to find some missing representatives who are needed for a vote, when Myrtle finds them and tells them that Mr. Martin has been arrested. Chloe goes with Myrtle to rescue Mr. Martin, so Violet decides to find the missing representative by herself. She drives <i>The Hope Chest</i> and finds him on the highway, then brings him back to vote. Later, she finds out that if he had not been there, the amendment would not have been brought up for a vote."</li></ul></li><li>• Cold call a few triads to share the evidence they recorded for Question 2. Listen for students to share the following as examples of how Violet contributes to the theme "making a difference" in this chapter:<ul style="list-style-type: none"><li>– "Violet brings back a legislator, Mr. Credwell. This made a difference because he was needed for a vote."</li><li>– "Violet convinces her roommate to become a suffragist. This made a difference for her roommate because she seemed more confident."</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>Review the answers to the remaining text-dependent questions and be sure students cite evidence from the text to support their answers:<ul style="list-style-type: none"><li>Why did Violet decide to go looking for the legislators by herself? She knew the Suffragists were counting on them to find the legislators because they had a car. "The Suffs were counting on Chloe and Violet to do it. Someone had to search the highway for Blotz and Credwell."</li><li>In Chapter 17, you find out how Violet makes a big difference for the Suffragists' cause. What happened that wouldn't have been possible had Violet not brought Mr. Credwell back to vote? <i>If Mr. Credwell had not been brought back, the committee wouldn't have voted to have the amendment go up for a vote. "That night the committee voted 10-8 to send the Susan B. Anthony Amendment to the floor. Without Mr. Blotz and Mr. Credwell, Violet realized, the vote would have been tied."</i></li><li>Violet makes a difference in the thinking of her Anti roommate, Ms. Escuadrille. How does she do this? Violet tells her roommate that she is a Suffragist, and Ms. Escuadrille says she thinks she might be too. Something Violet told her earlier in the book convinced her to become a Suffragist. "You know, I'm beginning to wonder if I might be too."</li></ul></li><li>Collect the text-dependent questions for Chapter 17 for formative assessment toward RL.4.2.</li></ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. Discussing Violet's Contributions to the Central Theme (10 minutes)</b></p> <ul style="list-style-type: none"><li>Draw students' attention to the Violet's Character anchor chart and their Student Copy of the Character anchor charts. Ask them to add these items to their own charts as you add them to the class chart:<ul style="list-style-type: none"><li>Action: "She drives <i>The Hope Chest</i> to find the missing legislator, finds him, and brings him back for an important committee vote that sends the amendment to the floor" (page 220).<ul style="list-style-type: none"><li>How this is related to the central theme: "This made a difference because it helped the Suffragists by getting the amendment up for a final vote by the legislature."</li></ul></li><li>Action: "She convinced her roommate to become a Suffragist" (page 223).<ul style="list-style-type: none"><li>How this is related to the central theme: "This makes a difference because her roommate becomes more confident."</li></ul></li></ul></li></ul>	



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Ask students to do the following with their triad: <ol style="list-style-type: none"> <li>Read through all the entries on the Violet's Character anchor chart related to the central theme, "making a difference."</li> <li>Discuss what you notice about how she makes a difference.</li> <li>Discuss how you would categorize or sort Violet's actions related to the central theme.</li> </ol> </li> <li>Give students 5 minutes to read the anchor chart and discuss. Cold call a few groups to share how they would categorize Violet's actions relate to the theme. Listen for: "She is kind to her friends and she helps the Suffragists" or "She cares for others and helps the Suffragists."</li> <li>Remind students that as they finish the novel, they should be looking closely at the evidence they gather from the text and think of ways to characterize <i>how</i> Violet makes a difference so that they can write the focus statement for their essay based on evidence from the text.</li> <li>Distribute the <b>exit ticket</b> for Lesson 17 and give students 5 minutes to complete it independently.</li> <li>Tell them that tomorrow, they will be given Part I of the end of unit assessment and will read and answer questions about Chapter 18. Explain that they will be able to prepare for this assessment by reading the chapter for homework and marking it for evidence of the central theme. Explain that students will not complete a Reader's Guide for this chapter.</li> <li>Tell students that they will also have some more time to gather evidence from this chapter to prepare for Part II of the assessment: writing an essay about how Violet contributes to the theme "making a difference." Explain that Part II of the assessment will be given on the following day so that they have time to gather evidence and finish the novel.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>To prepare for Part I of the end of unit assessment, read Chapter 18 and mark any examples of the central theme, "making a difference," with evidence flags.</li> </ul> <p><i>Note: Use the exit ticket from this lesson to determine whether students will need additional support in generalizing the evidence gathered related to Violet's action and the central theme. This instruction can be given after the students have completed Part I of the assessment.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 2: Lesson 16

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"  
(Answers, For Teacher Reference)

**Historical Background Information**

**Amending the Constitution and the 19th Amendment:** In 1919, the Susan B. Anthony Amendment, or the 19th Amendment to the U.S. Constitution, was passed. It gave all women the right to vote in all states. To amend, or change, the U.S. Constitution, there is a series of steps that the federal and state governments must take. The first step is to propose an amendment by having at least two-thirds of the members of Congress vote yes to proposing the amendment to the states. Next, the amendment goes to the states for ratification, or approval. When a state government is voting to ratify an amendment, more than half of the legislators must vote yes for it to pass. Three-fourths of all the states must vote to ratify the amendment. Today, this means 38 of 50 states. At the time of the 19<sup>th</sup> amendment, this was 36 of 48 states, because Hawaii and Alaska were not yet states. Tennessee was the last state needed to ratify the 19th Amendment.



Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"  
(Answers, For Teacher Reference)

Glossary	
<b>alien</b> (209): someone who lives in a country but is not a citizen	<b>persnickety</b> (207): fussy or demanding
<b>bill</b> (204): a proposed law	<b>pardon</b> (206): an official act that frees a person from punishment for a crime
<b>corrupt</b> (205): not honest; able to be bribed with money or gifts to do something	<b>political machine</b> (205): a group that has power to control who is elected and what laws are passed or changed.
<b>"House committee"</b> (204): a group of legislators who gather to decide whether a bill should be brought up for a vote	<b>polling</b> (200): to question people to get their opinions on a topic
<b>legislator</b> (200): someone who makes laws	<b>ratifies</b> (204): approves in an official way
<b>legislature</b> (204): part of the government that has the power to make or change laws	<b>"send the bill to the floor"</b> (204): when a bill is approved by a committee and sent out to be voted on by all members of the legislature
<b>lobby</b> (201): to try to influence people who make laws to vote a certain way	<b>verisimilitude</b> (200): something that appears to be true or real



Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"  
(Answers, For Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet and Chloe, Myrtle and Mr. Martin	"Violet and Chloe go to the Capitol and are asked to help find two missing legislators because they are needed for a committee vote to bring the Susan B. Anthony Amendment up for a vote in the House. At the same time, Myrtle and Mr. Martin are eating lunch in Dead Horse Alley when some Palmer agents come in and arrest him. So Myrtle leaves Mrs. Ready's house."
<b>In:</b> Nashville	
<b>Wanted:</b> to visit the Capitol; are eating lunch	
<b>But:</b> Violet and Chloe are stopped by a Suff and told that one of the legislators is missing. Two agents find Mr. Martin.	
<b>So:</b> Mr. Martin is arrested.	
<b>Then:</b> Myrtle leaves Mrs. Ready's house.	



Reader's Guide for *The Hope Chest* Chapter 17: "The Hope Chest"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:**

1. Read the chapter for gist.
2. Reread sections in which you noticed Violet doing something related to the theme "making a difference" and mark them with an evidence flag.
3. If you finish early, summarize this chapter.

**Historical Background Information**

**Early Automobiles:** In 1918 the automobile, what we call a car today, was just starting to gain popularity. With invention of the Ford Model-T, more and more people began to switch from traveling by horse and buggy to automobile. Cars during this time were quite different than today. They were started with a large crank on the front of the car, and the driver had push 3 pedals and move a lever back and forth, to operate the vehicle. They were usually not enclosed with glass windows and were very loud. They were also only able to go about 30-40 miles per hour. Since roads were mostly dirt they made for a bumpy, dusty ride. Overall, traveling by automobile was a noisy, uncomfortable and dirty experience, but it was still quicker than traveling by horse, and more exciting too. During this time auto camping trips became quite popular. People would drive their cars over long distances to sight-see and camp along the way. It was an entirely new type of vacation.





Reader's Guide for *The Hope Chest* Chapter 17: "The Hope Chest"

Glossary	Figurative Language or Complex Language: Idioms and Adages
adjourned (226): to stop a formal meeting	"took it in stride" (223): to accept a problem or setback and move on.
agitated (217): upset	"follow in her foot steps" (224): to do the same things in life as someone else.
chivalrously (219): to do something with courage and kindness	"pull a fast one" (226): to trick someone.
contradict (225): to express the opposite belief or opinion	
sweltering (221): uncomfortable heat and humidity	
resolutely (216): with determination; to act firmly in a decided way	



Reader's Guide for *The Hope Chest* Chapter 17: "The Hope Chest"

Summary Notes:	Summary:
<b>Somebody:</b>	
<b>In:</b>	
<b>Wanted:</b>	
<b>But:</b>	
<b>So:</b>	
<b>Then:</b>	



Text-Dependent Questions for Chapter 17

Name:

Date:

**Directions:** Summarize the chapter with the help of your triad. Then answer the questions that follow, using the evidence of theme you marked.

1. Write a summary of *The Hope Chest*, Chapter 17, below:

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2. What did Violet do in this chapter that contributed to the theme “making a difference”? List your evidence and why it is related to the theme:

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Text-Dependent Questions for Chapter 17

3. Why did Violet decide to go looking for the legislators by herself? Use evidence from page 215 to support your answer.

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4. In Chapter 17, you find out how Violet makes a big difference for the Suffragists' cause. What happened that wouldn't have been possible had Violet not brought Mr. Credwell back to vote? Use evidence from page 220 to support your answer.

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5. Violet makes a difference in the thinking of her Anti roommate, Ms. Escuadrille. How does she do this? Use evidence from page 223 to support your answer.

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Violet's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

**Starred items (\*) are related to the central theme, “making a difference.”**

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none"><li>1. She stood up to her parents (pages 1–4).</li><li>2. She made quilt squares for French orphans (pages 9 and 10).*</li><li>3. She ran away from home (pages 18 and 19).</li><li>4. She gave money to the brakeman to free Myrtle (page 58).*</li><li>5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).*</li><li>6. She warns Mr. Martin that there are agents coming to arrest him (page 103).</li><li>7. She helps a pregnant woman who falls (page 115).*</li><li>8. She decides to spy on the “Antis” for the “Suffs” (page 148).*</li></ol>	<ol style="list-style-type: none"><li>1. She is a strong-willed girl.</li><li>2. She is compassionate and wants to help others.</li><li>3. She is unhappy enough to leave home and not care that her parents might worry.</li><li>4. She is generous and protective of her friends.</li><li>5. She cares for her friends but is used to following the rules.</li><li>6. She trusts her instincts.</li><li>7. She is kind to strangers.</li><li>8. She is willing to take action for something she believes in.</li></ol>



Violet's Character Anchor Chart  
(For Teacher Reference)

Character	Actions related to “making a difference”	How is this action related to this theme?
Violet  Evidence of the theme “Making a difference”	<p>9. She tells Chloe and Mrs. Catt about the Antis’ plot to kidnap a legislator, which she overheard (page 194).*</p> <p><b>10. She drives the Hope Chest to find the missing legislator, finds him, and brings him back for an important committee vote that sends the amendment to the floor (page 220).</b></p> <p><b>11. She convinced her roommate to become a Suffragist (page 223).</b></p>	<p>9. Her actions make a difference by protecting one of the legislators, and this helps the Suffs’ cause.</p> <p><b>10. This makes a difference because it helps the Suffragists by getting the amendment up for a final vote by the legislature.</b></p> <p><b>11. This makes a difference because her roommate becomes more confident.</b></p>



Exit Ticket for Lesson 16

**Exit Ticket**

**Name:**

**Date:**

Answer this question with one sentence:

In general, how would you describe how Violet has made a difference in the novel so far?

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EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 2: Lesson 17**

## **End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine the theme of a story, drama, or poem. (RL.4.2)
- I can summarize a story, drama, or poem. (RL.4.2)
- I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)
- I can determine word meaning in a text. (RL.4.4)
- I can compare and contrast different narrators' points of view. (RL.4.6)
- I can make connections between a text and the text's visuals. (RL.4.7)

Supporting Learning Targets

- I can determine evidence of the central theme, "making a difference," in a chapter from *The Hope Chest*.
- I can summarize a new chapter from *The Hope Chest* with details about characters, setting, and events from the text.
- I can make connections between the text and a different version of its cover.

Ongoing Assessment

- End of Unit 2 Assessment, Part I: Reading and Answering Questions about Characters and Theme
- Tracking My Progress, End of Unit 2, Part I recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme (45 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Tracking My Progress (5 minutes)</li><li>B. Preparing for the End of Unit Assessment, Part II (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. To prepare for writing your essay about Violet's contributions to the novel's central theme, "making a difference," read Chapter 19 and mark any examples of the central theme with an evidence flag.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson is Part I of the end of unit assessment for Unit 2. Part II, Writing an Essay Analyzing How a Character's Actions Contribute to the Theme of <i>The Hope Chest</i>, will take place in the following lesson once students have finished the novel. This will allow them to continue to collect evidence of the theme, "making a difference," in the remaining chapters to prepare for writing this essay.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
determine, theme, summarize	<ul style="list-style-type: none"><li>• End of Unit 2 Assessment, Part I: Reading and Answering Questions about Characters and Theme (one per student)</li><li>• <i>The Hope Chest</i> (book; one per student)</li><li>• Tracking My Progress, End of Unit 2, Part I recording form (one per student)</li><li>• Violet's Character anchor chart (begun in Lesson 3)</li><li>• Student Copy of the Character Anchor Charts (from Lesson 14)</li><li>• End of Unit 2 Assessment prompt (from Lesson 15)</li><li>• End of Unit 2 Assessment, Part I: Reading and Answering Questions about Characters and Theme (answers, for teacher reference)</li><li>• 2-point rubric (for teacher reference; use this to score students' assessment)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to find a partner, read each learning target, and discuss what they think it means:<ul style="list-style-type: none"><li>– “I can determine evidence of the central theme, ‘making a difference,’ in a chapter from <i>The Hope Chest</i>.”</li><li>– “I can summarize a new chapter from <i>The Hope Chest</i> with details about characters, setting, and events from the text.”</li><li>– “I can make connections between the text and a different version of its cover.”</li></ul></li><li>• Give students 5 minutes to discuss the targets.</li><li>• Cold call a student to read and explain each of the targets. Clarify as needed. Remind students that they have been summarizing each chapter and keeping track of the central theme of the novel, “making a difference.” Explain that this practice will help them meet the learning targets and do well on the assessment.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme (45 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the End of Unit Assessment, Part I: Reading and Answering Questions about Characters and Theme to each student and ask them to take out their texts, <i>The Hope Chest</i>.</li><li>• Remind them of the importance of rereading the text to find evidence to support their answers. Point out that there are directions on the assessment indicating which pages of the chapter they should reread for answering certain questions.</li><li>• Clarify as needed. Reassure students that there are no “tricks” to this assessment. It is simply what they have been doing in class to identify theme, but this time they are asked to do it with a chapter in the novel.</li><li>• Give students 30 minutes to work. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text for their assessment? This information can be helpful in preparing the class for future assessments and standardized tests.</li><li>• If students finish this assessment early, consider allowing them to start their homework for this lesson: “To prepare for writing your essay about Violet’s contributions to the novel’s central theme, “making a difference,” read Chapter 19 and mark any examples of the central theme with an evidence flag.”</li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to reflect on the learning targets and then record their progress using the <b>Tracking My Progress, End of Unit 2, Part I recording form</b>:<ul style="list-style-type: none"><li>– “I can determine evidence of the central theme, ‘making a difference,’ in a chapter from <i>The Hope Chest</i>.”</li><li>– “I can summarize a new chapter from <i>The Hope Chest</i> with details about characters, setting, and events from the text.”</li><li>– “I can make connections between the text and a different version of its cover.”</li></ul></li><li>• Collect the Tracking My Progress sheet and review for additional evidence of student progress toward the learning targets.</li></ul>	



Closing and Assessment (continued)	Meeting Students' Needs
<p><b>B. Preparing for the End of Unit 2 Assessment, Part II (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students as a group and ask them to turn to a partner and share a verbal summary of Chapter 18 of <i>The Hope Chest</i>. After students have had a few minutes to discuss, ask:<ul style="list-style-type: none"><li>* “Did anyone hear an especially good summary from their partner?”</li></ul></li><li>• Ask for a volunteer to share their verbal summary with the class.</li><li>• Post <b>Violet’s Character anchor chart</b> and ask students to get out their <b>Student Copy of the Character Anchor Charts</b>. Post the <b>End of Unit 2 Assessment prompt</b> (written on chart paper in Lesson 15). Remind students that for Part II of this assessment, they will write a short essay on this prompt:<ul style="list-style-type: none"><li>* “How did Violet make a difference in <i>The Hope Chest</i>? After reading <i>The Hope Chest</i>, write an essay that describes how Violet contributes to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.”</li></ul></li><li>• Ask students what can be added to the Violet’s Character anchor chart related to the central theme, “making a difference,” from Chapter 18. Be sure to add the following to the anchor chart and ask students to do the same with their copies:<ul style="list-style-type: none"><li>– Action: “She reads Mr. Burn’s letter, then decides to give it to him (pages 230 and 231). This makes a difference because he might not have voted yes if he hadn’t gotten the letter from his mother.”</li><li>– Action: “She runs to tell Mr. Turner to take a call from a presidential candidate who is a suffragist (page 235). This makes a difference because he might not have voted yes if he hadn’t gotten this phone call.”</li></ul></li><li>• Tell students to hold on to their anchor charts for Part II of the assessment, since it contains the evidence they will need to write their essays.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• To prepare for writing your essay about Violet’s contributions to the novel’s central theme, “making a difference,” read Chapter 19 and mark any examples of the central theme with an evidence flag.</li></ul> <p><i>Note: Be sure students have their Student Copy of the Character anchor charts for Part II of the end of unit assessment in Lesson 18.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 2: Lesson 17

## Supporting Materials



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Date:

1. Summarize Chapter 18 from *The Hope Chest*.

[illegible]





**End of Unit 2 Assessment, Part I:**  
Reading and Answering Questions about Characters and Theme

**Reread pages 230 and 231 to answer Questions 2–5.**

2. On page 230, Violet finds a letter addressed to Mr. Burn. From what point of view is the letter written?
  - A. Violet's: third person
  - B. Mr. Burn's mother: third person
  - C. Chloe: first person
  - D. Mr. Burn's mother: first person
  
3. On page 231, the text says, "Violet knew that the Suffs had once considered Mr. Burn to be 'persuadable.'" What does the word *persuadable* mean?
  - A. A) able to be convinced
  - B. B) able to be bribed
  - C. C) able to be scared
  - D. D) unable to decide
  
4. What line from the text helps you to infer the answer to Question 3?
  - A. "Maybe he needed to read it again to remind him that millions of women needed his vote."
  - B. "Wordlessly he took the envelope."
  - C. "He didn't meet her eyes."
  - D. "Mr. Burn looked up from his desk, a guarded, nervous expression on his face."



**End of Unit 2 Assessment, Part I:**  
Reading and Answering Questions about Characters and Theme

5. Why does Violet think Mr. Burn might be “persuadable”? Use evidence from page 231 to support your answer.

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**Reread page 243 and answer Questions 6 and 7:**

6. How is Violet’s action of giving Mr. Burn the letter an example of the central theme, “making a difference”? How do you know? Use evidence from the text to support your answer.

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7. In what other way did Violet contribute to the central theme, “making a difference,” in this chapter? (Hint: Look for evidence on pages 234, 235, 240, and 243.)

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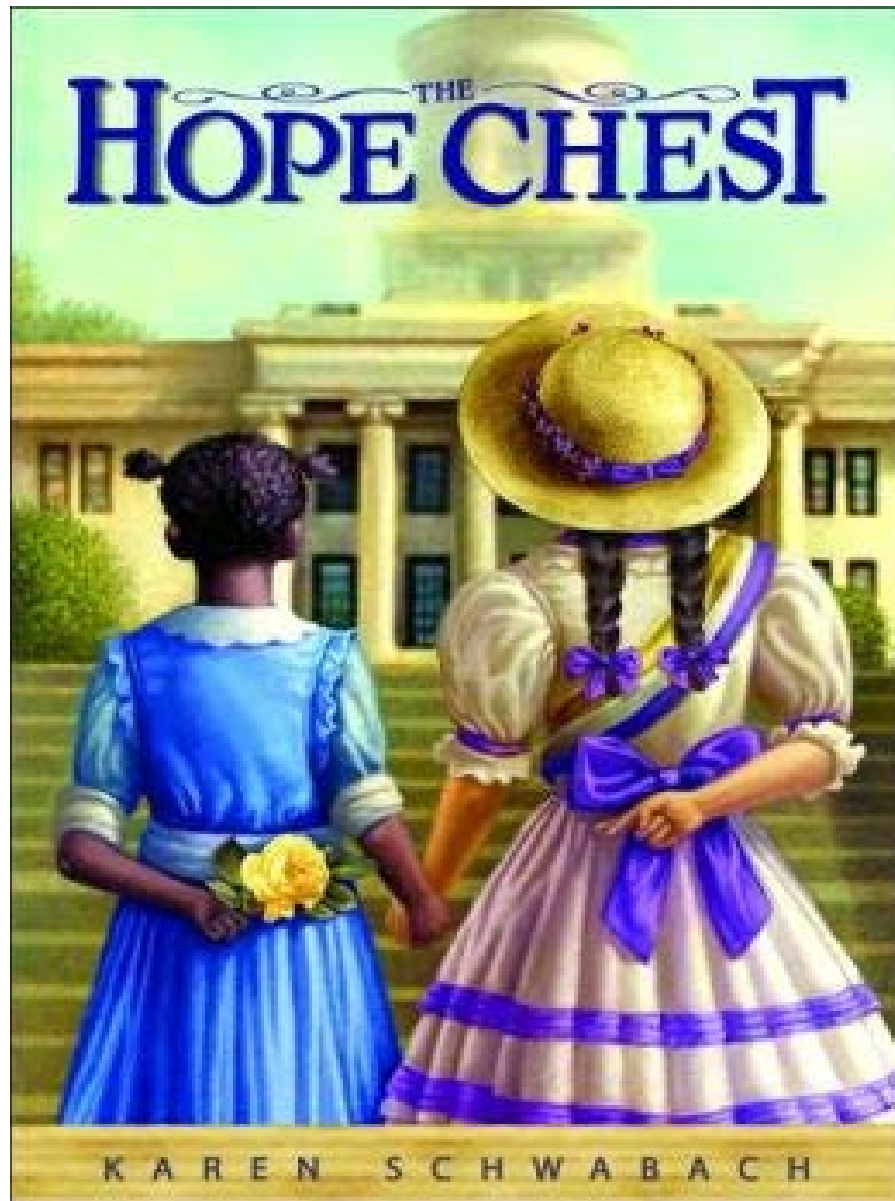
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End of Unit 2 Assessment, Part I:  
Reading and Answering Questions about Characters and Theme

**Examine the artwork below for a different version of the cover of *The Hope Chest* and make connections to the text to answer the following questions:**



Schwabach, Karen. *The Hope Chest*. Random House Children's Books. 2008



**End of Unit 2 Assessment, Part I:**  
Reading and Answering Questions about Characters and Theme

8. Who is depicted on the cover? \_\_\_\_\_

9. The artist depicted one of the characters crossing her fingers. What would this character be hoping would happen?

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10. Why would the artist include a yellow rose?

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Tracking My Progress, End of Unit 2, Part I

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning target:** I can determine evidence of the central theme, “making a difference,” in a chapter from *The Hope Chest*.

1. The target in my own words is:

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2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 2, Part I

**Learning target:** I can summarize a new chapter from *The Hope Chest* with details about characters, setting, and events from the text.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 2, Part I

**Learning target:** Learning target: I can make connections between the text and a different version of its cover.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Violet's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

**Starred items (\*) are related to the central theme, “making a difference.”**

Character	Actions that affect others	What does this say about this character?
Violet	<ol style="list-style-type: none"><li>1. She stood up to her parents (pages 1–4).</li><li>2. She made quilt squares for French orphans (pages 9 and 10).*</li><li>3. She ran away from home (pages 18 and 19).</li><li>4. She gave money to the brakeman to free Myrtle (page 58).*</li><li>5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).*</li><li>6. She warns Mr. Martin that there are agents coming to arrest him (page 103).</li><li>7. She helps a pregnant woman who falls (page 115).*</li><li>8. She decides to spy on the “Antis” for the “Suffs” (page 148).*</li></ol>	<ol style="list-style-type: none"><li>1. She is a strong-willed girl.</li><li>2. She is compassionate and wants to help others.</li><li>3. She is unhappy enough to leave home and not care that her parents might worry.</li><li>4. She is generous and protective of her friends.</li><li>5. She cares for her friends but is used to following the rules.</li><li>6. She trusts her instincts.</li><li>7. She is kind to strangers.</li><li>8. She is willing to take action for something she believes in.</li></ol>





Violet's Character Anchor Chart  
(For Teacher Reference)

Character	Actions related to “making a difference”	How is this action related to this theme?
Violet  Evidence of the theme “Making a difference”	<p>9. She tells Chloe and Mrs. Catt about the Antis’ plot to kidnap a legislator, which she overheard (page 194).*</p> <p>10. She drives the Hope Chest to find the missing legislator, finds him, and brings him back for an important committee vote that sends the amendment to the floor (page 220).</p> <p>11. She convinced her roommate to become a Suffragist (page 223).</p> <p><b>12. She reads Mr. Burn’s letter, then decides to give it to him (pages 230 and 231).</b></p> <p><b>13. She runs to tell Mr. Turner to take a call from a presidential candidate who is a suffragist (page 235).</b></p>	<p>9. Her actions make a difference by protecting one of the legislators, and this helps the Suffs’ cause.</p> <p>10. This makes a difference because it helps the Suffragists by getting the amendment up for a final vote by the legislature.</p> <p>11. This makes a difference because her roommate becomes more confident.</p> <p><b>12. This makes a difference because he might not have voted yes if he hadn’t gotten the letter from his mother.</b></p> <p><b>13. This makes a difference because he might not have voted yes if he hadn’t gotten this phone call.</b></p>

End of Unit 2 Assessment, Part I:  
Reading and Answering Questions about Characters and Theme  
(Answers, For Teacher Reference)

TEACHER ANSWER KEY: Question 1: RL.4.2 and RL.4.3; Question 2: RL.4.6; Questions 3 and 4: RL.4.4; Question 5: RL.4.3; Questions 6 and 7: RL.4.2; Questions 8–10: RL.4.7. Use NYS 2 Point Rubric for Short Response for questions 1, 5, 6, 7, 9, and 10.

**Directions:** Reread Chapter 18 as needed to answer the following questions.

1. Summarize Chapter 18 from *The Hope Chest*.

**In Chapter 18, Violet goes to the Capitol building in Nashville, Tennessee. She just found out that the legislators are going to vote on the Susan B. Anthony Amendment, and she wants to see if it passes. When she got there, it is crazy, with Suffs and Antis everywhere. She found a letter from Mr. Burn's mother on the floor, telling him to vote yes on the amendment, so Violet gave it to him. She also helped the Suffragists by getting another legislator named Turner to talk to a presidential candidate so he would vote yes too. In the end, the amendment passed by just one vote! If Violet hadn't helped out Mr. Burn and Mr. Turner, the amendment giving women the right to vote might not have passed. In the end of the chapter, Violet found her sister, Chloe, and found out that Mr. Martin and her friend Myrtle had been saved too.**

**Reread pages 230 and 231 to answer Questions 2–5.**

2. On page 230, Violet finds a letter addressed to Mr. Burn. From what point of view is the letter written?
- a. Violet's: third person
  - b. Mr. Burn's mother: third person
  - c. Chloe: first person
  - d. Mr. Burn's mother: first person**



End of Unit 2 Assessment, Part I:  
Reading and Answering Questions about Characters and Theme  
(Answers, For Teacher Reference)

3. On page 231, the text says, “Violet knew that the Suffs had once considered Mr. Burn to be ‘persuadable.’” What does the word *persuadable* mean?

- a. **able to be convinced**
- b. B) able to be bribed
- c. able to be scared
- d. unable to decide

4. What line from the text helps you to infer the answer to Question 3?

- a. **“Maybe he needed to read it again to remind him that millions of women needed his vote.”**
- b. “Wordlessly he took the envelope.”
- c. “He didn’t meet her eyes.”
- d. “Mr. Burn looked up from his desk, a guarded, nervous expression on his face.”

5. Why does Violet think Mr. Burn might be “persuadable”? Use evidence from page 231 to support your answer.

**Violet thinks Mr. Burn might be persuadable because the letter is from his mother and lots of people listen to their mothers OR Violet thinks Mr. Burn might be persuadable because the Suffragists had once thought this.**

**Reread page 243 and answer Questions 6 and 7:**

6. How is Violet’s action of giving Mr. Burn the letter an example of the central theme, “making a difference”? How do you know? Use evidence from the text to support your answer.

**This is an example of the central theme because after Violet gives the letter to Mr. Burn, he ends up voting yes to pass the amendment, even though he is wearing a red Anti rose.**



**End of Unit 2 Assessment, Part I:**  
Reading and Answering Questions about Characters and Theme  
(Answers, For Teacher Reference)

7. In what other way did Violet contribute to the central theme, “making a difference,” in this chapter? (Hint: Look for evidence on pages 234, 235, 240, and 243.)

**Another way that Violet made a difference in this chapter was when she went to get Mr. Turner for the governor. If Mr. Turner hadn’t taken the phone call, he may have voted no, and the amendment wouldn’t have passed.**

8. Who is depicted on the cover? **Violet and Myrtle**

9. The artist depicted one of the characters crossing her fingers. What would this character be hoping would happen?

**She was hoping the Susan B. Anthony Amendment would pass.**

10. Why would the artist include a yellow rose?

**The yellow rose is a Suffragist symbol, and both Violet and Myrtle are suffragists.**

**2-Point Rubric: Writing from Sources/Short Response<sup>1</sup>**  
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

<b>2-point Response</b>	<p>The features of a 2-point response are:</p> <ul style="list-style-type: none"> <li>• Valid inferences and/or claims from the text where required by the prompt</li> <li>• Evidence of analysis of the text where required by the prompt</li> <li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li> <li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li> <li>• Complete sentences where errors do not impact readability</li> </ul>
<b>1-point Response</b>	<p>The features of a 1-point response are:</p> <ul style="list-style-type: none"> <li>• A mostly literal recounting of events or details from the text as required by the prompt</li> <li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li> <li>• Incomplete sentences or bullets</li> </ul>
<b>0-point Response</b>	<p>The features of a 0-point response are:</p> <ul style="list-style-type: none"> <li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li> <li>• No response (blank answer)</li> <li>• A response that is not written in English</li> <li>• A response that is unintelligible or indecipherable</li> </ul>

<sup>1</sup>From New York State Department of Education, October 6, 2012.



EXPEDITIONARY  
LEARNING

## **Grade 4: Module 4: Unit 2: Lesson 18**

**End of Unit Assessment, Part II: Writing an Essay  
about the Theme of *The Hope Chest***



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can determine the theme of a story, drama, or poem. (RL.4.2)</p> <p>I can describe a story's characters, setting, or events using specific details from the text. (RL.4.3)</p> <p>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> <li>I can write an essay describing how Violet's character "made a difference" in the novel <i>The Hope Chest</i>.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i></li> </ul>

Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening             <ol style="list-style-type: none"> <li>Engaging the Writer and Reviewing Learning Target (10 minutes)</li> </ol> </li> <li>Work Time             <ol style="list-style-type: none"> <li>End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i> (40 minutes)</li> </ol> </li> <li>Closing and Assessment             <ol style="list-style-type: none"> <li>Reflecting on the Novel (10 minutes)</li> </ol> </li> <li>Homework             <ol style="list-style-type: none"> <li>Respond in writing: Can one person make a difference? Think about the novel we just finished and your own experience. Has your response to this guiding question changed? Why or why not?</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>This lesson is Part II of the End of Unit 2 Assessment. Students will need their Student Copy of the Character Anchor Charts to reference their collected evidence of Violet's contributions to the theme "making a difference."</li> <li>This essay should be scored using the NYS Rubric for Expository Writing in the supporting materials of this lesson.</li> <li>Post: Learning target.</li> </ul>



Lesson Vocabulary	Materials
essay, describing, theme, character	<ul style="list-style-type: none"><li>• End of Unit 2 Assessment prompt (from Lesson 15)</li><li>• Violet's Character anchor chart (begun in Lesson 3)</li><li>• Student Copy of the Character Anchor Charts (one per student; from Lesson 14)</li><li>• <i>The Hope Chest</i> by Karen Schwabach (one per student)</li><li>• End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i> (one per student)</li><li>• NYS Rubric for Expository Writing (for teacher reference)</li></ul>





Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer and Reviewing Learning Target (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to gather for a round of Concentric Circles. Once they are facing a partner, prompt students:<ul style="list-style-type: none"><li>* “Summarize what happened in Chapter 19 of <i>The Hope Chest</i>.”</li></ul></li><li>• After students have had a few minutes to discuss, ask:<ul style="list-style-type: none"><li>* “Did anyone hear an especially good summary from their partner?”</li></ul></li><li>• Ask for a volunteer to share his or her verbal summary with the class. Listen for: “In Chapter 19, Violet goes with Chloe to the autocamp to see Mr. Martin and Myrtle. Mr. Martin and Chloe decide to go to Alaska with Myrtle, but Violet can’t come. At first she is upset, but then she realizes that she has to go home and finish school so she can go to college and do something that makes a difference, like fighting against Jim Crow laws. So she goes to Chloe and Mr. Martin’s wedding, and then goes home to go back to school.”</li><li>• Post the <b>End of Unit 2 Assessment prompt</b> (from Lesson 15) and the <b>Violet’s Character anchor chart</b>. Remind students that for Part II of this assessment, they will write a short essay on the prompt:<ul style="list-style-type: none"><li>* “How did Violet make a difference in <i>The Hope Chest</i>? After reading <i>The Hope Chest</i>, write an essay that describes how Violet contributes to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.”</li></ul></li><li>• Ask the outside circle to move two partners to the right and discuss:<ul style="list-style-type: none"><li>* “In general, how did Violet contribute to the theme throughout the book? Give examples to support your answer.”</li></ul></li><li>• Give students a few minutes to discuss. Listen for them to generalize and use specific examples to support their generalization.</li><li>• Ask students in the inside of the circle to move two people to the right and discuss the same question.</li></ul>	<ul style="list-style-type: none"><li>• To further support students in discussing the end of unit essay prompt in this activity, give them this sentence frame: “In general, Violet contributes to the theme ‘making a difference’ by _____. Some examples of this are_____.”</li></ul>



Opening	Meeting Students' Needs
<ul style="list-style-type: none"><li>Ask students to remain in concentric circles to discuss the learning target:<ul style="list-style-type: none"><li>* "I can write an essay describing how Violet's character 'made a difference' in the novel <i>The Hope Chest</i>."</li></ul></li><li>Ask students in the outside circle to move one person to the left and explain what the target means in his or her own words. Give students 2 minutes to discuss the target.</li><li>Cold call a few students to explain the target. Clarify as needed.</li><li>Remind students that they have written several essays in the last few weeks and that on this assessment they will demonstrate their ability to do this independently. Explain that this practice, along with the evidence they have gathered for this essay prompt, has prepared them to do well on this assessment. Tell them that you are proud of all the learning they have done and how they have become such skilled readers and writers.</li></ul>	
Work Time	Meeting Students' Needs
<p><b>A. End of Unit Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i> (40 minutes)</b></p> <ul style="list-style-type: none"><li>Ask students to get out their <b>Student Copy of the Character Anchor Charts</b> and their copy of <i>The Hope Chest</i>.</li><li>Distribute the <b>End of Unit 2 Assessment, Part II: Writing an Essay about the Theme of <i>The Hope Chest</i></b> to each student.</li><li>Review the essay prompt, criteria, and graphic organizer on the assessment with students. Be sure that they understand what needs to be included in the introduction, body, and conclusion of their essays.</li><li>Reassure students that there are no "tricks" to this assessment. It is the same type of essay writing they have been practicing in class. Remind them to use the evidence they have been collecting on their Student Copy of the Character Anchor Charts to help them plan and write their essays.</li><li>Give students 40 minutes to work. Circulate to observe test-taking strategies and record observations for future instruction. For example, make sure students are using their Student Copy of the Character Anchor Charts to gather evidence. Are they using the graphic organizer to plan their essays? Are they going back to reread their essay as they write and when they are finished? Are they checking their essay for conventions and revising as needed? This information can be helpful in preparing students for future assessments and standardized tests.</li></ul>	<ul style="list-style-type: none"><li>Some students (especially those in need of accommodations for writing) may require more time to complete their essay. Consider giving them additional time during the day for this assessment.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflecting on the Novel (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students for a few more rounds of Concentric Circles.</li><li>• Once students are partnered, give them the following prompts. Rotate the inner or outer circle each time so students are with a new partner to discuss each question:<ul style="list-style-type: none"><li>* “Why do you think Violet decided to go to college after all?”</li><li>* “In your opinion, what was the most important action Violet took to make a difference?”</li><li>* “How has your thinking about our guiding question (How can one person make a difference?) changed?”</li></ul></li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Respond in writing: Can one person make a difference? Think about the novel we just finished and your own experience. Has your response to this guiding question changed? Why or why not?</li></ul> <p><i>Note: Consider giving students feedback on this essay while grading it. This will allow you to review it with students and help them to prepare for writing future essays.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 2: Lesson 18

## Supporting Materials



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**End of Unit 2 Assessment, Part II:**  
Writing an Essay About the Theme of *The Hope Chest*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Essay Prompt:** How did Violet make a difference in *The Hope Chest*?

After reading *The Hope Chest*, write an essay that describes how Violet’s actions in Chapter 18 contribute to the theme “making a difference.” Make sure to provide examples from the text to clarify your analysis.

Learning targets:

I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9a)

**Short Essay Criteria for End of Unit 2 Assessment**

Content and Analysis
I can introduce the topic of my essay by including information about the novel, Violet, and the central theme, “making a difference.” (W.4.2a)
I can write a focus statement that answers the prompt. (W.4.2a)
Coherence, Organization, and Style
I can provide at least two examples with evidence from the text that support my focus statement. (W.4.2a; W.4.9a)
Command of Evidence
I can explain how each example supports the theme with evidence from the text. (W.4.2a and c; W.4.9a)
I can use linking words to connect examples in the body of my essay. (W.4.2b)
I can write a conclusion that summarizes my focus statement and leaves my reader with something to think about related to “making a difference.” (W.4.2d)



**End of Unit 2 Assessment, Part II:**  
Writing an Essay About the Theme of *The Hope Chest*

**Use the graphic organizer to help plan your essay.**

**Essay Graphic Organizer**

**Introduction** should include the following:

- Introduce the novel and the main character, Violet.
- Introduce and explain the theme of the novel, “making a difference.”

**Focus statement:** Restate the prompt and provide an answer:

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**Body** should include the following:

- Give at least two examples supported with evidence from the text of how Violet “makes a difference.”
- Explain how each example shows that Violet “made a difference.”

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**End of Unit 2 Assessment, Part II:**  
Writing an Essay About the Theme of *The Hope Chest*

**Essay Graphic Organizer (Continued)**

**Conclusion** should include the following:

- Summarize your answer to the prompt:
- Leave something for the readers to think about related to the theme “making a difference.”



CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
<b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose  —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose  —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose  —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose  —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 W.9 R.1–9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)  —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)  —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant  —use relevant evidence inconsistently	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization  —skillfully link ideas using grade-appropriate words and phrases  —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary  —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization  —link ideas using grade-appropriate words and phrases  —use grade-appropriate precise language and domain-specific vocabulary  —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization  —inconsistently link ideas using words and phrases  —inconsistently use appropriate language and domain-specific vocabulary  —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task  —lack the use of linking words and phrases  —use language that is imprecise or inappropriate for the text(s) and task  —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization  —exhibit no use of linking words and phrases  —use language that is predominantly incoherent or copied directly from the text(s)  —do not provide a concluding statement
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.