



EXPEDITIONARY  
LEARNING

# 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>



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## 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).