



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">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets and Checking in on Norms for Triad Talk (5 minutes)B. Sharing Homework and Engaging the Reader (10 minutes)2. Work Time<ol style="list-style-type: none">A. Summarizing <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (10 minutes)B. Using Evidence to Answer Text-Dependent Questions for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (15 minutes)C. Character Analysis: Myrtle (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. 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.” | <ul style="list-style-type: none">• 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.• 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.• 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.• 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).• Post: Learning targets. |



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



| Opening | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Reviewing Learning Targets and Checking in on Norms for Triad Talk (5 minutes)</p> <ul style="list-style-type: none">• 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.• Review the Norms for Triad Talk anchor chart (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. | |
| <p>B. Sharing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">• Remind students what they were expected to do for homework:<ul style="list-style-type: none">* “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.”• Distribute a stack of 18 sticky notes 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).• Post the Synonyms and Antonyms anchor chart 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. | |



| Work Time | Meeting Students' Needs |
|---|---|
| <p>A. Summarizing <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (10 minutes)</p> <ul style="list-style-type: none">• 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).• 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.• Use equity sticks 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.”• Display the Reader's Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” by using a document camera or re-creating it on chart paper. After several triads have shared, invite students to help you craft a class summary. Refer to the Reader's Guide for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (answers, for teacher reference) to see suggested responses.• Tell students 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. | <ul style="list-style-type: none">• 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. |



| Work Time (continued) | Meeting Students' Needs |
|---|---|
| <p>B. Using Evidence to Answer Text-Dependent Questions for <i>The Hope Chest</i>, Chapter 3: “Meeting Myrtle” (15 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their novel, <i>The Hope Chest</i> as well as a small pile of evidence flags for their triad. • 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.” • Invite students to think about what this excerpt is mostly about, then discuss it briefly with their triad. • Then, using your document camera or placing the questions on the board, show Question 1 from the Text-Dependent Questions for Chapter 3: “Meeting Myrtle.” • 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. • 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. • 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. • Ask students to read the next two paragraphs on page 39 quietly and independently. • 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. • 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. • Distribute an index card 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. • 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. | <ul style="list-style-type: none"> • 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. • 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. |



| Work Time (continued) | Meeting Students' Needs |
|---|-------------------------|
| <p>C. Character Analysis: Myrtle (15 minutes)</p> <ul style="list-style-type: none">Remind students that the <i>story elements</i> of a literary text are:<ul style="list-style-type: none"><i>Characters</i>: people involved in the story<i>Setting</i>: where and when the story takes place<i>Events</i>: the things that happen to and about the charactersAsk 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">Think to yourself about what the story elements are for Chapter 3.Pair up with your reading triad to discuss what you thought about.Share your thinking with another triad.Circulate and listen for comments that identify these story elements:<ul style="list-style-type: none">Characters: Violet and MyrtleSetting: New York City in 1920sEvents: 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.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.Display the Myrtle's Character anchor chart. Ask the students to think about Myrtle and any actions she has taken that have affected others.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."As they reread, ask triads to think about and then discuss:<ul style="list-style-type: none">* "What did Myrtle do?"* "How did it affect others?"* "What does this say about her?" | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• Give the triads 5 to 10 minutes to work. Circulate and offer support as needed.• 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.• 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.• 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. | |



| Closing and Assessment | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• 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">* "I can follow the Norms for Triad Talk when I participate in a conversation with my reading partners.• Ask them to set another goal for collaborating with their reading triad and share it with their debrief partner.• 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.• 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.• 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. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• 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." Reread as you take your notes. | |



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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 18th 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.
- **Volstead Act:** a law created to enforce the 18th 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): 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: |
|--|--|
| Somebody: 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. |
| In: New York City | |
| Wanted: to find her sister at the Henry Street Settlement House | |
| But: She didn't know where it was and was lost in the big city with no money. | |
| So: She met a colored girl named Myrtle when she fell into a ditch. | |
| Then: 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 | 1. She kept Violet from getting run over and helped clean her up after her fall (page 36). | 1. Caring; compassionate; a good person |



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: | |