



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">Opening<ol style="list-style-type: none">Sharing Homework and Engaging the Reader (10 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Guided Practice: Summarizing Chapters 1–6 Using a Story Map (10 minutes)Independent Practice: Summarizing Chapters 1–6 Using a Story Map (20 minutes)Writing a Summary Statement (10 minutes)Closing and Assessment<ol style="list-style-type: none">Share (5 minutes)Homework<ol style="list-style-type: none">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.”	<ul style="list-style-type: none">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.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.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.Review Mix and Mingle (Appendix).Post: Learning targets.



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



Opening	Meeting Students' Needs
<p>A. 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 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.”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).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.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.”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.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.	
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Invite students to read the learning targets:<ul style="list-style-type: none">– “I can determine the main idea of each chapter I’ve read in <i>The Hope Chest</i>.”– “I can summarize the events of Chapters 1–6 of <i>The Hope Chest</i>.”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.	



Work Time	Meeting Students' Needs
<p>A. Guided Practice: Summarizing Chapters 1–6 Using a Story Map (10 minutes)</p> <ul style="list-style-type: none"> • Distribute the Story Map and Summary: <i>The Hope Chest</i>, Chapters 1–6 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. • Ask students to briefly reread the summary statements they have written in their Reader's Guides for Chapters 1–6 (students' copies from Lessons 2–6) and to think about all that has happened in the story so far. • Display the Reader's Guide for <i>The Hope Chest</i>, Chapter 1: "The Stolen Letters" (For Modeling with Students). Remind students of the events of this chapter by reading them the summary for Chapter 1: <ul style="list-style-type: none"> * "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." • Ask triads to discuss: <ul style="list-style-type: none"> * "What is the most important thing to remember about Chapter 1?" • Prompt them by asking questions such as: <ul style="list-style-type: none"> * "Is it that Chloe didn't want to marry a man she didn't love?" * "Is it that Violet found letters from Chloe that her parents had hidden from her?" • 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. • 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. 	<ul style="list-style-type: none"> • Underlining key details in each summary statement will help students focus on the essential information. • 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"



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• 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 Story Map and Summary: <i>The Hope Chest</i>, Chapters 1–6 (for teacher reference) for a possible main idea statement for each chapter.• 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."• 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."	
<p>B. Independent Practice: Summarizing Chapters 1–6 Using a Story Map (20 minutes)</p> <ul style="list-style-type: none">• 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">1. Reread the chapter summary statement to recall the important events from the chapter.2. Underline the most important details in the summary statement.3. Write the most important details in a main idea statement in that chapter's box.• 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.• Give triads 20 minutes to write main idea statements for Chapters 2–6 on their Story Maps. Circulate and offer support as needed.• 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.	



Work Time (continued)	Meeting Students' Needs
<p>C. Writing a Summary Statement (10 minutes)</p> <ul style="list-style-type: none">• 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.• 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.• 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.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a paragraph frame or paragraph starter to provide the structure required.
Closing and Assessment	Meeting Students' Needs
<p>A. Share (5 minutes)</p> <ul style="list-style-type: none">• 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.• Preview homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• 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." Reread as you take your notes.	



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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)

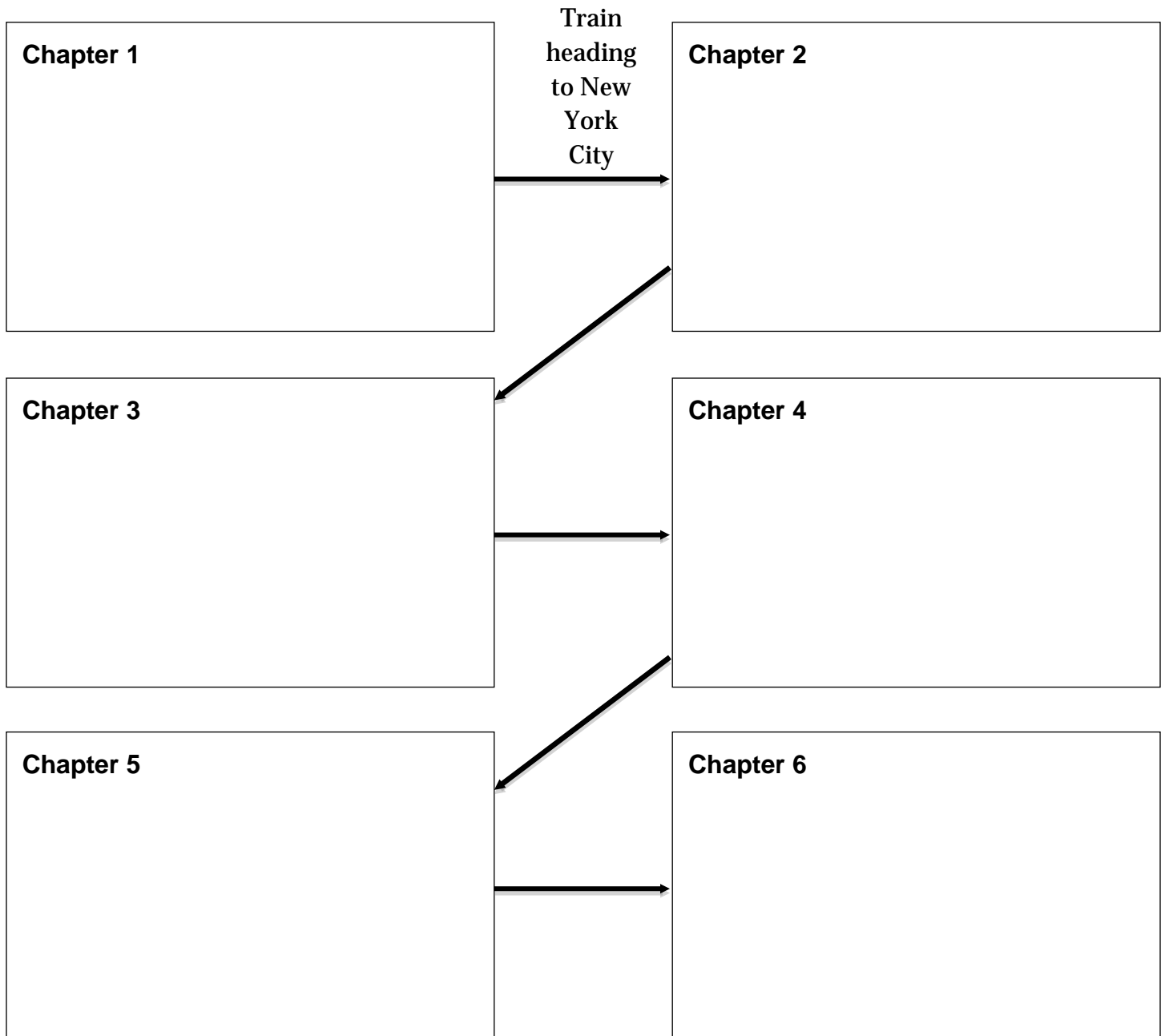
Summary Notes:	Summary:
Somebody: Violet and Myrtle	Violet and Myrtle arrived in Washington, D.C. They found Miss Alice Paul's house, where Chloe used to live before she left for Tennessee. The Women's Suffragists were in Tennessee preparing for the legislature's special session to vote on ratification 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.
In: Washington, D.C.	
Wanted: to find Chloe with the Women's Suffragists	
But: 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.	
So: The girls didn't know where they should go.	
Then: 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

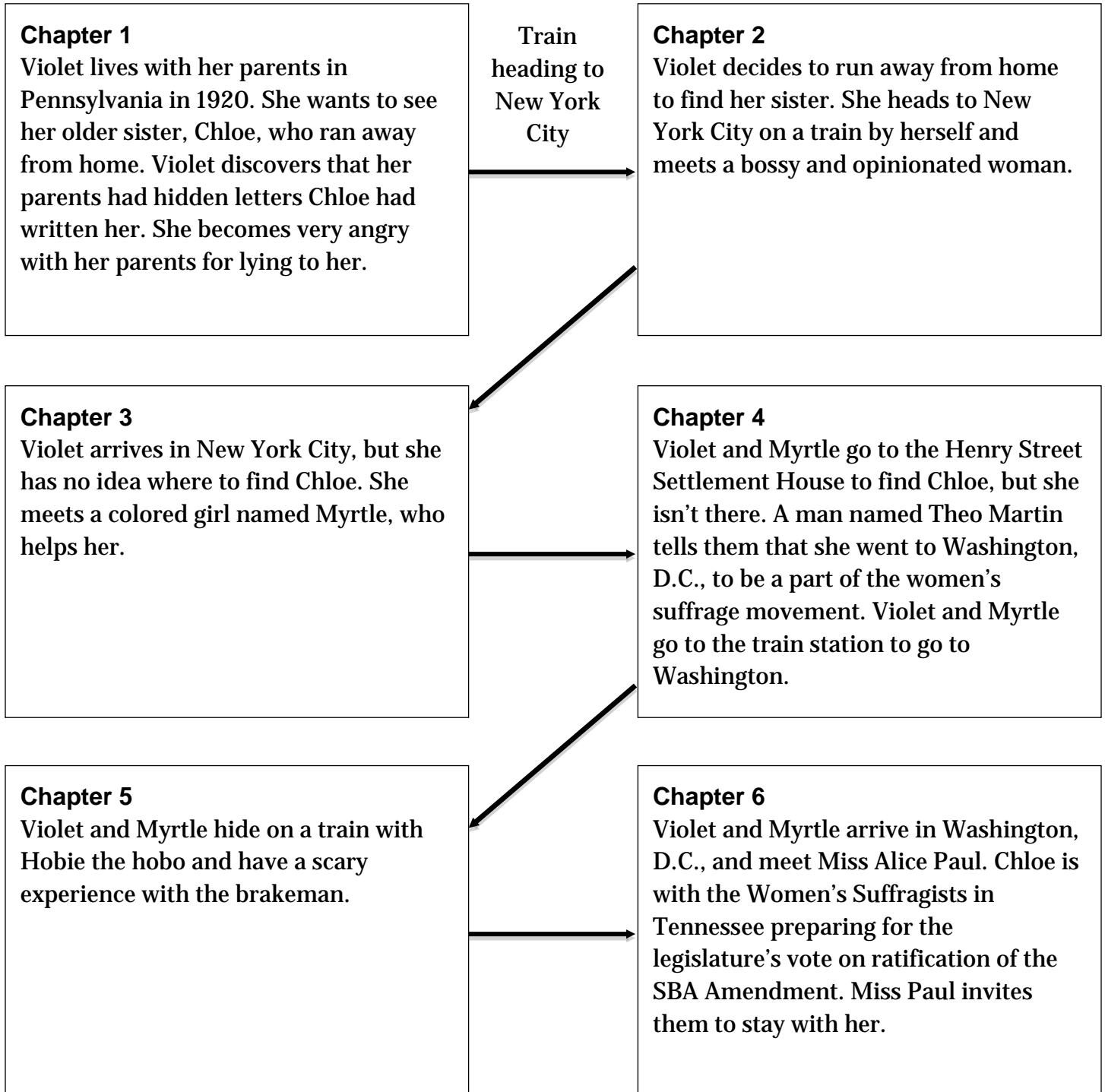


Reader's Guide for *The Hope Chest*, Chapter 1: "The Stolen Letters"
(For Modeling with Students)

Summary Notes:	Summary:
Somebody: 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.
In: Pennsylvania in 1920	
Wanted: to see her sister, Chloe, who had run away from home	
But: Her parents kept Chloe's letters to Violet a secret, so she had no idea Chloe had tried to contact her.	
So: Violet stole a few letters after she found them.	
Then: 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:	