



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)	
<p>I can explain what a text says using specific details from the text. (RL.4.1)</p> <p>I can make inferences using specific details from text. (RL.4.1)</p> <p>I can summarize a story, drama, or poem. (RL.4.2)</p> <p>I can make connections between a text and the text’s visuals. (RL.4.7)</p>	
Supporting Learning Targets	Ongoing Assessment
<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>



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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 (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Analyzing an Artist’s Interpretation of Violet: Making Connections to the Cover of <i>The Hope Chest</i> (15 minutes)</li><li>Summarizing Chapters 7–11 Using a Story Map (20 minutes)</li><li>Interpreting the Events of <i>The Hope Chest</i> to Create a New Cover (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Sharing (5 minutes)</li></ol></li><li>Homework<ol 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></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>



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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>	



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## 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.

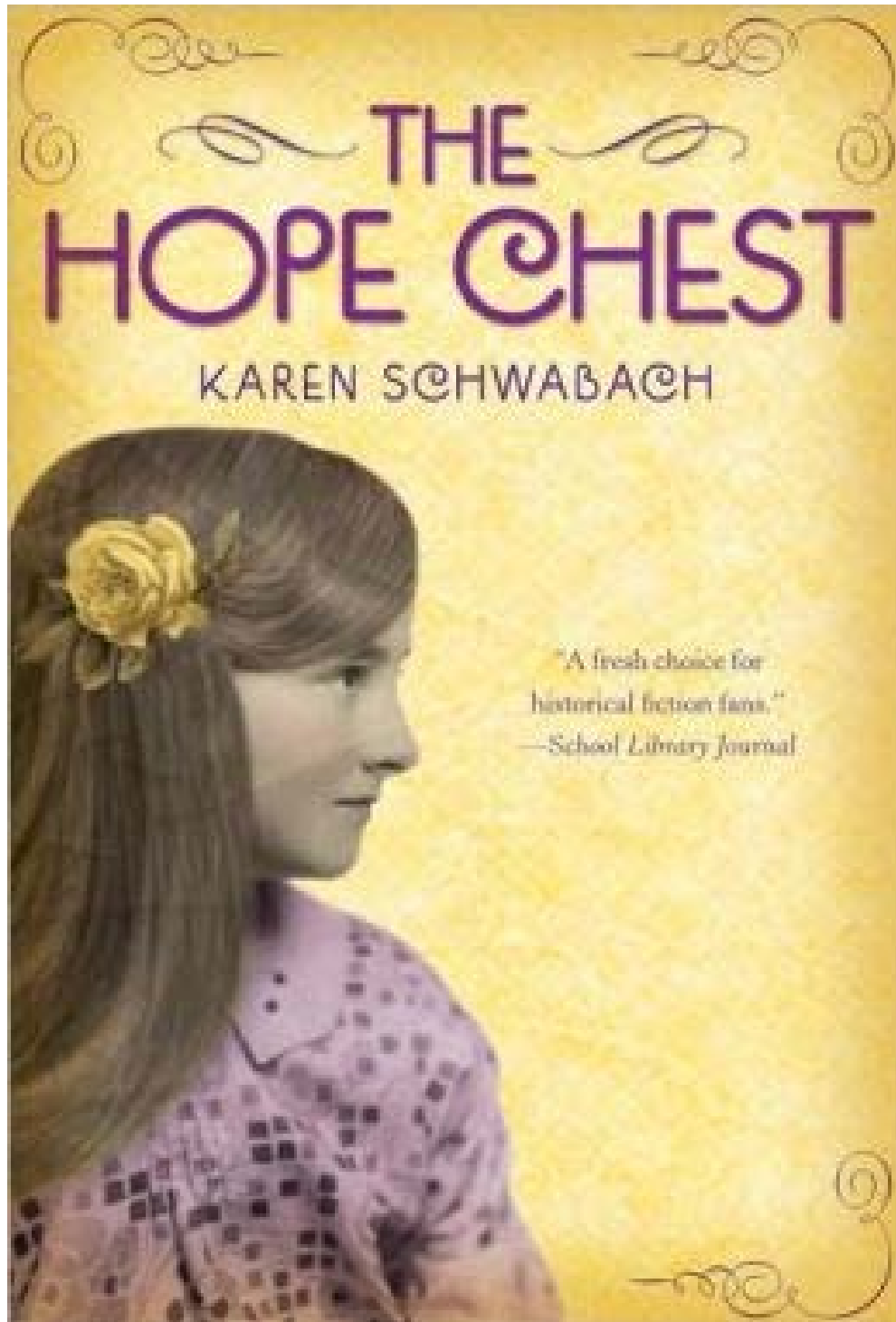


Reader's Guide for *The Hope Chest*, Chapter 11: "Finding Chloe"  
(Answers, For Teacher Reference)

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.

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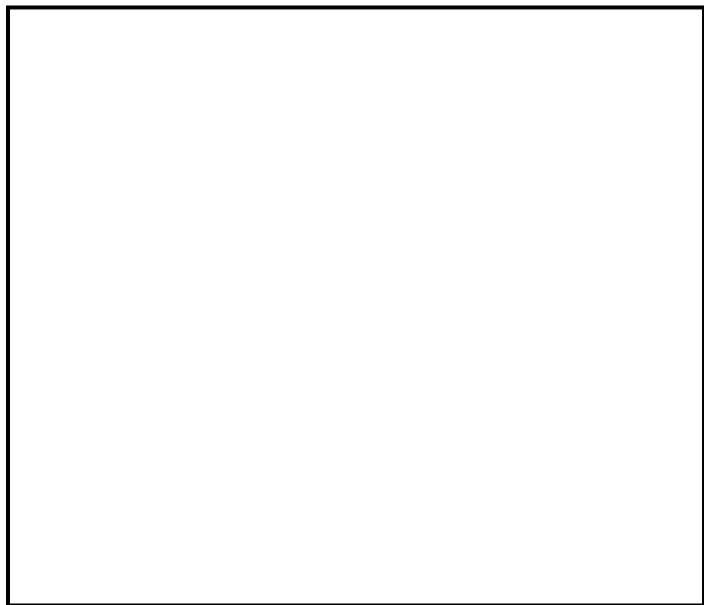
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- 2) Create a new version of cover artwork for *The Hope Chest*. Include the title and the author’s name at the top. Use elements from the story in your artwork and explain how your artwork is connected to the text in the caption below:

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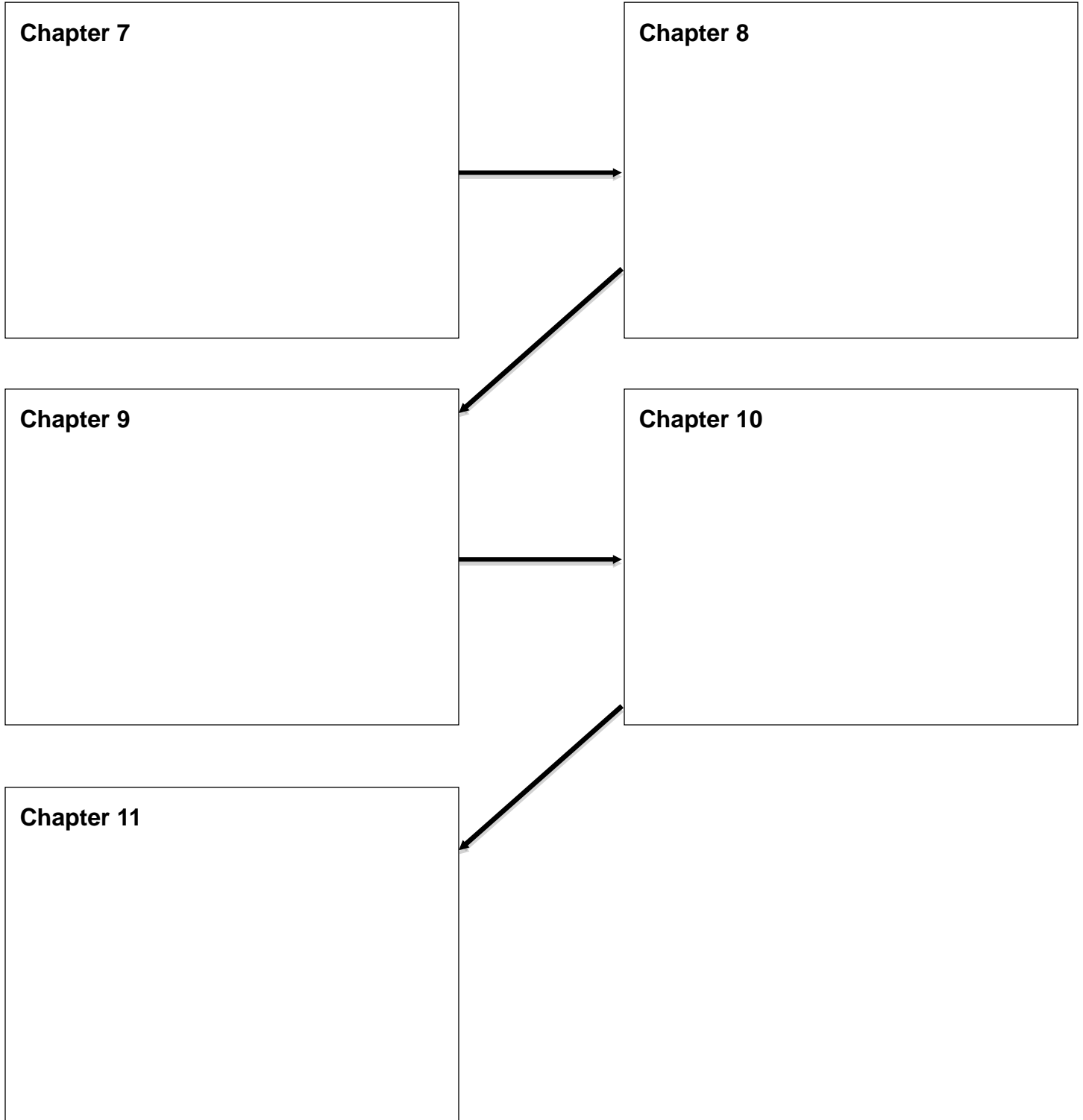
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Story Map and Summary: *The Hope Chest* Chapters 7–11





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>	