



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 14

Determining the Central Theme of *The Hope Chest*



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

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

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

Supporting Learning Targets

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

Ongoing Assessment

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



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



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



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



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



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



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



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



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



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Supporting Materials



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

Historical Background Information

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

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

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



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

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



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

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



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

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



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

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



Students' Guide to Theme in Literature

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

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

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

Some Common Themes in Children's Literature:

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

How do you determine a theme?

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

1. Read closely and look for evidence of themes:
 - What is a repeating idea in the story?
 - What message does it send the reader?
2. Check it:
 - Is it a general message about life?
 - Is it a message that other stories could contain?
 - The central theme is the main theme of the story. It is the one that is the most emphasized and occurs repeatedly throughout the story.



Violet's Character Anchor Chart
(For Teacher Reference)

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

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



Myrtle's Character Anchor Chart
(For Teacher Reference)

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

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



Other Characters' Actions Anchor Chart
For Teacher Reference

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

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



Other Characters' Actions Anchor Chart
(For Teacher Reference)

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

Student Copy of the Character Anchor Charts

Name: _____

Date: _____

Violet's Character Anchor Chart

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



Student Copy of the Character Anchor Charts

Myrtle's Character Anchor Chart

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



Student Copy of the Character Anchor Charts

Other Characters' Anchor Chart

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



Student Copy of the Character Anchor Charts

Other Characters' Anchor Chart

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



Evidence of Theme in *The Hope Chest* Sort

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

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

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

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

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

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



Evidence of Theme in *The Hope Chest Sort*

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

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

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

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

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

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

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



Finding a Central Theme in *The Hope Chest*

Name: _____

Date: _____

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



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

A central theme in *The Hope Chest* is:



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

1.

2.

3.



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

Name: _____

Date: _____

Historical Background Information

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

Glossary

affronted (182): insulted

deteriorating (194): falling apart

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

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

aye (185): yes; to vote yes

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



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

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