



EXPEDITIONARY  
LEARNING

## **Grade 4: Module 4: Unit 2: Lesson 15**

### **Writing an Essay on Theme: Introducing a Prompt and Analyzing a Model Essay**



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

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

I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9a)

Supporting Learning Targets

- I can explain how evidence I locate in *The Hope Chest* is connected to the central theme, “making a difference.”
- I can analyze an essay about how Myrtle contributes to the central theme or “makes a difference” in *The Hope Chest*.
- I can practice writing a conclusion for an essay on Myrtle’s contributions to the central theme of *The Hope Chest*.

Ongoing Assessment

- Reader’s Guide for *The Hope Chest*, Chapter 15: “The Ferocious Mrs. Catt” (from homework)
- Model and Practice Essay on Theme handout



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (5 minutes)</li><li>B. Sharing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Introducing Theme Essay Prompt for Myrtle(10 minutes)</li><li>B. Introducing Essay Criteria and Analyzing a Model Essay (20 minutes)</li><li>C. Practicing Writing a Conclusion (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Share and Debrief (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read Chapter 16 and complete the summary notes and summary statement in your Reader's Guide for <i>The Hope Chest</i>, Chapter 16: "Politics and Gunplay."</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students will continue to look for evidence of the central theme of <i>The Hope Chest</i>. They will also be introduced to a prompt about how Myrtle contributes to the central theme. This prompt will be used again for Part II of the end of unit assessment, this time asking students to analyze how Violet contributes to the central theme of the novel.</li><li>• In this lesson, students analyze the criteria for their short essays on theme and then analyze a model essay against the criteria. Finally, students learn how to write an essay conclusion by writing one for the model essay.</li><li>• In advance: Review the Mix and Mingle (Appendix); write the end of unit assessment prompt on chart paper: "How did Violet make a difference in <i>The Hope Chest</i>? After reading <i>The Hope Chest</i>, write an essay that describes how some of Violet's actions contribute to the theme 'making a difference.' Make sure to provide at least two examples with evidence from the text to support your analysis."</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
explain, locate, evidence, theme, practice, contributions, protect, prevent, distract	<ul style="list-style-type: none"><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 15: "The Ferocious Mrs. Catt" (answers, for teacher reference)</li><li>• Green colored pencil (one per student as needed)</li><li>• Equity sticks</li><li>• End of Unit 2 Assessment prompt (see supporting materials; display on chart paper or with a document camera)</li><li>• Student Copy of the Character Anchor Charts (from Lesson 14)</li><li>• Violet's Character anchor chart (begun in Lesson 3)</li><li>• Myrtle's Character anchor chart (begun in Lesson 5)</li><li>• Other Characters' Actions anchor chart (begun in Lesson 8)</li><li>• Model and Practice Essay on Theme handout (one per student and one to display)</li><li>• Document camera</li><li>• Structure of a Short Essay anchor chart (from Lesson 9)</li><li>• Colored pencils (three of each color—red, green, blue, and purple—for each triad)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 16: "Politics and Gunplay" (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>• Direct students' attention to the learning targets: <ul style="list-style-type: none"> <li>– “I can explain how evidence I locate in <i>The Hope Chest</i> is connected to the central theme, ‘making a difference.’”</li> <li>– “I can analyze an essay about how Myrtle contributes to the central theme or “makes a difference” in <i>The Hope Chest</i>.”</li> <li>– “I can practice writing a conclusion for an essay on Myrtle’s contributions to the central theme of <i>The Hope Chest</i>.”</li> </ul> </li> <li>• Ask for a few volunteers to read the learning targets aloud. Ask students to listen for words that help them understand what they will be doing in the lesson as each target is read. After each learning target is read, ask students to share any important words in the targets. Listen for: “explain,” “locate,” “evidence,” “theme,” “practice,” and “contributions.” Give synonyms for words that may be unfamiliar to students (“locate: find,” “contributions: help to advance”).</li> <li>• Explain that students will continue to look for evidence of the central theme, “making a difference,” as they read the novel, but they will also prepare to write an essay about the theme for their end of unit assessment.</li> <li>• Tell them that today they will do both, first by looking for evidence of theme, then by analyzing a model essay and writing its conclusion using specific criteria that you will provide for them.</li> </ul>	
<p><b>B. Sharing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students what they were expected to do for homework: “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.”</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 groups to share their summary statements. Listen for summaries like this: <ul style="list-style-type: none"> <li>– “In Chapter 15, Violet overhears the Antis talking about kidnapping one of the legislators to make sure the amendment does not get voted on. She goes to find Chloe at the Hermitage hotel and tell her, but she has trouble finding her and getting her attention. When she finally does, she cannot tell her in private because Mr. Martin, Myrtle, and a woman named Mrs. Catt are all there too. Violet decides to tell them all. Mrs. Catt tells Chloe that Mr. Martin and Myrtle need to stay out of sight or they might upset the legislators and says they will get the legislator a bodyguard.”</li> </ul> </li> <li>• Allow students to revise as necessary. Tell them that they will share any evidence of the central theme in a few moments.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Introducing Theme Essay Prompt (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post the <b>End of Unit 2 Assessment prompt</b> for students. Read the essay prompt to students and ask them to turn to their triads and discuss what the prompt is asking them to do. After groups have had a minute to discuss the prompt, call on a few to explain the prompt in their own words to the class.</li> <li>• Clarify the meaning of the prompt by telling students that their task will be to write an essay that explains how Violet “makes a difference,” or improves people’s lives or the world, in <i>The Hope Chest</i>. Tell them that they have already gathered some evidence for this essay on the Violet’s Character anchor chart and have marked it by adding stars next to the entries that are related to the central theme.</li> <li>• Tell students that they will continue to use the Violet’s Character anchor chart to prepare for this essay by gathering additional evidence from the remaining chapters of the book.</li> <li>• Ask students to get out their <b>Student Copy of the Character Anchor Charts</b> (from Lesson 14). Post the <b>Violet’s Character anchor chart</b>. Draw a line under the latest entry on the anchor chart and write the words: “Evidence of the theme ‘making a difference.’” Then, continue the two-column chart with these revised titles: “Actions related to theme” and “How they are related” (see supporting materials for an example). Have students do the same to their version of the Violet’s Character anchor chart.</li> <li>• Next, ask students if there is anything that happened in Chapter 15 related to the central theme, “making a difference,” that they could add to the revised version of the Violet’s Character anchor chart. Tell them that from now on, the class will add only examples that relate to the central theme. Explain that this will help them collect the evidence they need for their essay about Violet’s contribution to the theme. Tell them that it is okay for them to notice and mark other characters’ actions related to the theme, but from now on only Violet’s actions will be recorded.</li> <li>• Ask them to discuss with their triad any evidence of theme they marked in last night’s homework. Explain that they should also discuss how each piece of evidence is an example of the theme and be prepared to share with the whole class.</li> <li>• Cold call students for suggestions for what should be added to the anchor charts related to the theme “making a difference.” Prompt them to explain how each character action is related to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving the end of unit assessment prompt to students before the assessment helps them to read the remaining chapters of the book with a keen focus on the evidence of theme related to the main character Violet. This serves to both help them read for evidence of theme and to prepare for the on-demand essay writing in Lesson 18.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Be sure the following is added to both the Violet's Character anchor chart and the student copies:               <ul style="list-style-type: none"> <li>* Action related to "making a difference": "Violet tells Chloe and Mrs. Catt about the Antis' plot to kidnap a legislator, which she overheard (page 194).</li> <li>* How they are related to this theme: "Her actions make a difference by protecting one of the legislators, and this helps the Suff's cause."</li> </ul> </li> </ul>	
<p><b>B. Introducing Essay Criteria and Analyzing a Model Essay (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that another way for students to prepare for this essay is to look at a model essay, and that is what they will do next. Post the <b>Myrtle's Character anchor chart</b>. Ask triads to discuss:               <ul style="list-style-type: none"> <li>* "If you were to write an essay about how Myrtle's character contributes to the theme 'making a difference,' what would you write? How has she made a difference in <i>The Hope Chest</i> so far?"</li> </ul> </li> <li>Give triads 5 minutes to discuss the question. Circulate and listen in on discussions. Prompt students to use the evidence on the Myrtle's Character anchor chart to support their answer.</li> <li>Cold call a few groups to share their answers. Students may simply cite examples directly from the anchor chart; if they do, prompt them to generalize or characterize how Myrtle contributes to the theme:               <ul style="list-style-type: none"> <li>* "If you had to say how Myrtle made a difference overall, or in general, what would you say?"</li> <li>* "Look at the evidence on her anchor chart. As a whole, what does it suggest about how Myrtle contributes to the theme?"</li> </ul> </li> <li>Listen for students to notice that Myrtle contributes to the theme mostly through helpfulness to her friends Violet and Mr. Martin. Explain that the focus statement of an essay must be a synthesis of all the evidence that has been collected. Tell them that you will show them an example.</li> <li>Display the <b>Model and Practice Essay on Theme handout</b> using a <b>document camera</b>. Ask the class to read along silently and listen for the gist of the essay. Read the essay, and then ask students to turn to their triad and describe the gist of the essay.</li> <li>Cold call a few groups to share the gist. Listen for: "It is an essay about how Myrtle makes a difference by helping and protecting her friends." Tell students that this is the focus of the essay. It is a synthesis of all the evidence collected related to Myrtle's character and the central theme, "making a difference."</li> </ul>	<ul style="list-style-type: none"> <li>Providing models of expected work supports all learners, especially those who are challenged.</li> <li>Research shows that color-coding can help students categorize and organize new learning and acts as a mnemonic device.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Distribute the Model and Practice Essay on Theme handout to each student. Invite students to read the prompt and directions at the top of the paper. Ask:<ul style="list-style-type: none"><li>* “What do you notice about this prompt?” Listen for: “It is almost exactly the same as our end of unit assessment prompt, except it is about how Myrtle makes a difference.”</li><li>* “What are the three things you will do?” Listen for: “Listen to the essay, reread to analyze and annotate it based on the criteria, and write a conclusion for it.”</li></ul></li><li>• Next, post the <b>Structure of a Short Essay anchor chart</b> (from Lesson 9). Review the parts and purposes of an essay and their corresponding colors:<ul style="list-style-type: none"><li>– Introduction: catch reader’s attention and provide background—red</li><li>– Focus statement: explains the focus of the essay and answers the prompt—green</li><li>– Body: offers examples and evidence that support the focus—blue and yellow</li><li>– Conclusion: summarizes the focus statement and leaves the reader with something to think about related to the topic—green</li></ul></li><li>• Tell students that the criteria listed on the Model and Practice Essay on Theme handout will fit into this structure. Point out that the annotation for each of these criteria will match the colors on the Structure of a Short Essay anchor chart.</li><li>• Ask students to read the criteria (the learning targets) and talk with their triads about what is familiar from past writing and what is unfamiliar in these criteria. Listen for them to notice the following similarities and differences from their writing in previous lessons and modules and ask them to underline the differences:<ul style="list-style-type: none"><li>– Similarity: The introduction includes background.</li><li>– Difference: The introduction includes an explanation of the theme.</li><li>– Similarity: The introduction includes a focus statement that answers the prompt.</li><li>– Similarity: The body includes examples with evidence from the text.</li><li>– Difference: The body includes an explanation of how the examples are related to the theme.</li><li>– Similarity: There are linking words to connect the paragraphs.</li><li>– Similarity: The conclusion summarizes the focus statement.</li><li>– Difference: The conclusion must leave the reader with something to think about related to the theme.</li></ul></li><li>• Next, ask students to read through the directions for annotating in the left-hand column and ask if there are any questions. Clarify if needed.</li></ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Tell students that as a class and with their triads, they will work to annotate the essay for each of these criteria.</li> <li>• Distribute <b>colored pencils</b> (three of each color: red, green, blue, and purple) to each triad. Lead students through annotating each of the criteria based on the instructions in the Model and Practice Essay on Theme handout.</li> <li>• For example, for the first learning target in the criteria, you may ask students to reread the first paragraph of the essay with their triad and decide what should have a red box around it based on the first learning target in the list of criteria. Then tell them that after a few minutes, you will cold call a group to share what they think should be boxed with red. Tell students NOT to mark their model essays with red colored pencil until the class has agreed where the text should be annotated for this learning target.</li> <li>• After a few minutes of triad discussion, cold call a group to share, then model how to annotate for this learning target (see the supporting materials for an annotated version of the model essay).</li> <li>• Follow a similar procedure for each of the learning targets in the criteria, or release students to complete the rest of the annotating with their triads, if you are confident they will be able to find evidence of each learning target in the list of criteria on their own.</li> </ul>	
<p><b>C. Practicing Writing a Conclusion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Stop students when they have annotated the introduction and the body paragraphs for each of the related targets and focus their attention on the final learning target related to the conclusion paragraph:             <ul style="list-style-type: none"> <li>* “I can write a conclusion that summarizes my focus statement and leaves my reader with something to think about related to the central theme, “making a difference.”</li> </ul> </li> <li>• Explain that there are two parts to this learning target: summarizing the focus statement and leaving the reader with something to think about related to the theme. Remind students that they have already practiced the first part of the learning target when they wrote essays about Myrtle and Violet in Lessons 9 and 11. Tell them that they will focus on the second part of the target today.</li> <li>• Ask triads to discuss:             <ul style="list-style-type: none"> <li>* “What do you think it means to ‘leave something for your readers to think about related to the theme?’”</li> </ul> </li> <li>• Cold call students and listen for the following: “It means that the conclusion should say something about why making a difference is important in the story” or “It means that the conclusion should say something about why the author might have included this theme” or “It means the conclusion should say something about what the reader should learn from the theme.”</li> </ul>	<ul style="list-style-type: none"> <li>• Consider having students who struggle with on-demand writing to talk with a partner before they write their conclusion. Offer this sentence frame for their discussion: “I would summarize the focus statement by writing _____ and would write _____ to help my readers reflect on the theme.”</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Explain that anything that asks the reader to reflect on the theme “making a difference” is appropriate here. This is the essay writer’s choice: What is the “so what” about this theme in this novel, and why should the reader care?</li><li>• Explain that the conclusion should show the essay writer’s unique take on the prompt. Give students this quick example: “If I were writing an essay about the theme of ‘resisting stereotypes’ in <i>The Hope Chest</i>, I might write a sentence similar to the following ...” Model by writing this conclusion on the board:<ul style="list-style-type: none"><li>* “Myrtle resisted the stereotype of what a ‘colored’ girl should grow up to do, be a maid. We could all learn a lot from a character like Myrtle. It is important to choose your own path in life.”</li></ul></li><li>• Ask students to give it a try by writing the conclusion for the model essay. Tell students to do the following:<ol style="list-style-type: none"><li>1. Reread the last learning target in the criteria list.</li><li>2. Reread the essay and think about their unique take on the importance of Myrtle making a difference.</li><li>3. Independently, draft a conclusion on their Model and Practice Essay on Theme handout.</li></ol></li><li>• Circulate and support students as needed.</li></ul>	<ul style="list-style-type: none"><li>• The conclusion may be difficult for students to write if they are still struggling to understand literary theme. Consider forming an invitational group for students who would like more support with crafting their conclusions.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Share and Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students together for a round of Mix and Mingle (see supporting materials). Tell them they have done a Mix and Mingle before, but that you would like to give them a few reminders for how to do it:<ol style="list-style-type: none"><li>1. Wait for my signal to start.</li><li>2. Find a partner whom you did not work with in today's lesson.</li><li>3. Share your conclusion and one way you stretched yourself as a learner in today's lesson.</li><li>4. Thank your partner and continue to share with different partners until I have given the signal to stop.</li></ol></li><li>• Give students 5 minutes to Mix and Mingle, then collect their Model and Practice Essay on Theme handouts for formative assessment toward W.4.2.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read Chapter 16 and complete the summary notes and summary statement in your <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 16: "Politics and Gunplay."</b> Mark any examples of the central theme, "making a difference," with evidence flags. Reread as needed.</li></ul> <p><i>Note: Review students' conclusions in the Model and Practice Essay on Theme handout and provide feedback based on the criteria for conclusions outlined on the handout. Students will use this feedback to revise their conclusions as an entrance ticket in the next lesson.</i></p>	



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# Grade 4: Module 4: Unit 2: Lesson 15

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 15: "The Ferocious Mrs. Catt"  
(Answers, For Teacher Reference)

**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"  
(Answers, For Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet	In Chapter 15, Violet overhears the Antis talking about kidnapping one of the legislators to make sure the amendment does not get voted on. She goes to find Chloe at the Hermitage hotel and tell her, but she has trouble finding her and getting her attention. When she finally does, she cannot tell her in private because Mr. Martin, Myrtle, and a woman named Mrs. Catt are all there too. Violet decides to tell them all. Mrs. Catt tells Chloe that Mr. Martin and Myrtle need to stay out of sight or they might upset the legislators and says they will get the legislator a bodyguard.
<b>In:</b> the Hermitage	
<b>Wanted:</b> to find Chloe and tell her about the Antis' plan to get rid of "the Bolshevik."	
<b>But:</b> She finds her with Mr. Martin and Mrs. Catt, and Myrtle shows up too.	
<b>So:</b> She decides to tell everyone what she heard.	
<b>Then:</b> They think "the Bolshevik" is a certain legislator and plan to get him a bodyguard.	



How did Violet make a difference in *The Hope Chest*? After reading *The Hope Chest*, write an essay that describes how Violet contributes to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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





**Violet's Character Anchor Chart**  
(For Teacher Reference)

Character	Actions related to “making a difference”	How is this action related to this theme?
Violet	9. She tells Chloe and Mrs. Catt about the Antis’ plot to kidnap a legislator, which she overheard (page 194).*	9. Her actions make a difference by protecting one of the legislators, and this helps the Suffs’ cause.



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



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



Other Characters' Actions Anchor Chart  
(For Teacher Reference)

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



Model and Practice Essay on Theme

.....  
**Name:**

.....  
**Date:**

**How Myrtle “Makes a Difference” in *The Hope Chest***

How did Myrtle make a difference in *The Hope Chest*? After reading *The Hope Chest*, write an essay that describes how some of Myrtle’s actions contribute to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.

**Directions:**

1. Read along silently as the unfinished essay about Myrtle is read aloud.
2. Reread and annotate the essay based on the criteria and directions listed below.
3. Write a conclusion for the essay based on the criteria below.



Model and Practice Essay on Theme

Short Literary Essay Criteria	Directions for Annotating
I can introduce the topic of my essay by including information about the novel, <i>Myrtle</i> , and the central theme, “making a difference.” (W.4.2a)	Draw a box around this part of the essay using RED.
I can write a focus statement that answers the prompt. (W.4.2a)	Underline using GREEN.
I can provide at least two examples with evidence from the text that support my focus statement. (W.4.2a; W.4.9a)  I can explain how each example supports the theme “making a difference”. (W.4.2 a and c; W.4.9a)	Draw a box around the first example and evidence in BLUE.  Draw a box around the second example and evidence in YELLOW.
I can use linking words to connect examples in the body of my essay. (W.4.2b)	Underline these words in PURPLE.
I can write a conclusion that summarizes my focus statement and leaves my reader with something to think about related to the central theme, “making a difference.” (W.4.2d)	Write a conclusion that meets the criteria.

Model and Practice Essay on Theme

**Prompt:**

How did Myrtle make a difference in *The Hope Chest*? After reading *The Hope Chest*, write an essay that describes how some of Myrtle’s actions contribute to the theme “making a difference.” Make sure to provide at least two examples with evidence from the text to support your analysis.

**How Myrtle “Makes a Difference” in *The Hope Chest***

What does it mean to “make a difference”? For Myrtle, it means helping her new friends Violet and Mr. Martin. In the novel *The Hope Chest* by Karen Schwabach, the central theme is “making a difference,” or doing things that make the world a better place. Myrtle makes a difference by helping and protecting her friends.

In the beginning of the novel, Myrtle helps her new friend Violet. The first thing she does when she meets Violet is save her from being run over in the street. Then Myrtle helps her look for her sister in New York City, and then Washington, D.C.

Later in the novel, Myrtle tries to protect her friend Mr. Martin. She tries to prevent him from leaving Dead Horse Alley so that he won’t be arrested. She tries to distract him by talking to him about marrying Chloe.

**Write the concluding paragraph for this essay here.** Be sure to summarize the focus statement and leave the reader with something to think about related to the central theme, “making a difference.”

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Model and Practice Essay on Theme  
(Answers, For Teacher Reference)

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**Write the concluding paragraph for this essay here.** Be sure to summarize the focus statement and leave the reader with something to think about related to the central theme, “making a difference.”

**Possible student response:** Myrtle’s character makes a difference by doing small things that help and protect her friends Violet and Mr. Martin. Myrtle is a good friend, and good friends really make a difference!





Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"

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Name: .....

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Date: .....

**Historical Background Information**

**Amending the Constitution and the 19th Amendment:** In 1919, the Susan B. Anthony Amendment, or the 19th Amendment to the U.S. Constitution, was passed. It gave all women the right to vote in all states. To amend, or change, the U.S. Constitution, there is a series of steps that the federal and state governments must take. The first step is to propose an amendment by having at least two-thirds of the members of Congress vote yes to proposing the amendment to the states. Next, the amendment goes to the states for ratification, or approval. When a state government is voting to ratify an amendment, more than half of the legislators must vote yes for it to pass. Three-fourths of all the states must vote to ratify the amendment. Today, this means 38 of 50 states. At the time of the 19<sup>th</sup> amendment, this was 36 of 48 states, because Hawaii and Alaska were not yet states. Tennessee was the last state needed to ratify the 19th Amendment.



Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"

Glossary	
<b>alien</b> (209): someone who lives in a country but is not a citizen	<b>persnickety</b> (207): fussy or demanding
<b>bill</b> (204): a proposed law	<b>pardon</b> (206): an official act that frees a person from punishment for a crime
<b>corrupt</b> (205): not honest; able to be bribed with money or gifts to do something	<b>political machine</b> (205): a group that has power to control who is elected and what laws are passed or changed.
<b>"House committee"</b> (204): a group of legislators who gather to decide whether a bill should be brought up for a vote	<b>polling</b> (200): to question people to get their opinions on a topic
<b>legislator</b> (200): someone who makes laws	<b>ratifies</b> (204): approves in an official way
<b>legislature</b> (204): part of the government that has the power to make or change laws	<b>"send the bill to the floor"</b> (204): when a bill is approved by a committee and sent out to be voted on by all members of the legislature
<b>lobby</b> (201): to try to influence people who make laws to vote a certain way	<b>verisimilitude</b> (200): something that appears to be true or real



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Summary Notes:	Summary:
<b>Somebody:</b>	
<b>In:</b>	
<b>Wanted:</b>	
<b>But:</b>	
<b>So:</b>	
<b>Then:</b>	