



EXPEDITIONARY  
LEARNING

## **Grade 4: Module 4: Unit 2: Lesson 16**

### **Preparing to Write an Essay about Theme: Reading and Gathering Evidence from Chapter 17 in *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)

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 identify evidence of the central theme, “making a difference,” in *The Hope Chest*.
- I can explain how the evidence I select contributes to the central theme of *The Hope Chest*, “making a difference.”
- I can discuss how Violet contributes to the theme “making a difference” throughout the novel *The Hope Chest*, using evidence from the text.

**Ongoing Assessment**

- Reader's Guide for *The Hope Chest*, Chapter 16: “Politics and Gunplay” (from homework)
- Text-dependent questions for Chapter 17
- Student Copy of the Character anchor charts



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 (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Reading and Gathering Evidence of Violet's Contributions to the Central Theme in Chapter 17 (35 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Discussing Violet's Contributions to the Central Theme (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. To prepare for Part I of the end of unit assessment, read Chapter 18 and mark any examples of the central theme, "making a difference," with evidence flags.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students will prepare for Part II of their end of unit assessment by gathering evidence related to the central theme, "making a difference," in <i>The Hope Chest</i>, Chapter 17. They will then have a discussion about how Violet's actions throughout the novel contribute to this theme.</li><li>• To prepare for Part I of the End of Unit assessment in Lesson 17, students will read chapter 18 for homework. They will use evidence flags to mark evidence of the central theme, but they will not complete a Reader's Guide for this chapter (or for chapter 19 in the following lesson). This is an intentional removal of scaffolding, in order to allow for a more accurate assessment of student's ability to read and analyze the text independently.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
select, contributes; adjourned (226), agitated (217), chivalrously (219), contradict (225), sweltering (221), resolutely (216)	<ul style="list-style-type: none"><li>• Green colored pencils (one per student)</li><li>• Equity sticks</li><li>• Violet's Character anchor chart (begun in Lesson 3)</li><li>• Student Copy of the Character anchor charts (from Lesson 14)</li><li>• Reader's Guide for <i>The Hope Chest</i> Chapter 17: "The Hope Chest" (one per student)</li><li>• Text-Dependent Questions for Chapter 17 (one per student)</li><li>• Exit ticket (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 students to join their triad and read the learning targets:<ul style="list-style-type: none"><li>– "I can identify evidence of the central theme, "making a difference," in <i>The Hope Chest</i>."</li><li>– "I can explain how the evidence I select contributes to the central theme of <i>The Hope Chest</i>, "making a difference."</li><li>– "I can discuss how Violet contributes to the theme "making a difference" throughout the novel <i>The Hope Chest</i>, using evidence from the text."</li></ul></li><li>• Ask triads to discuss what they will learn to do today and come up with their own explanation.</li><li>• Cold call three groups, one for each learning target, to explain the target in their own words. Have students give a quick thumbs-up, thumbs-sideways, or thumbs-down to indicate their understanding of the targets. Clarify as needed.</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Sharing Homework and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students what they were expected to do for homework: “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.” Mark any examples of the central theme, “making a difference,” with evidence flags.”</li> <li>• Ask students to share their summary notes and statement with their reading triads. 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: “Violet and Chloe go to the Capitol and are asked to help find two missing legislators because they are needed for a committee vote to bring the Susan B. Anthony Amendment up for a vote in the House. At the same time, Myrtle and Mr. Martin are eating lunch in Dead Horse Alley when some Palmer agents come in and arrest him. So Myrtle leaves Mrs. Ready’s house.”</li> <li>• Allow students to revise as necessary.</li> <li>• Tell students that there was not a lot of evidence of the theme “making a difference” in Chapter 16. Remind them that this theme is often more common in some sections of a text and not as common in others.</li> <li>• Ask students to turn to their triads and share the evidence they found related to “making a difference” in Chapter 16, marked with evidence flags. Ask them to confirm if and how each piece of evidence is related to the central theme.</li> <li>• Give students 5 minutes to discuss the evidence they marked in Chapter 16. Cold call groups to share out their evidence and how it is related to “making a difference.” Listen for: <ul style="list-style-type: none"> <li>– Action: “Chloe teaches Violet and Myrtle to drive.” <ul style="list-style-type: none"> <li>• How it is related to theme: “It makes a difference by teaching them something they will need to know in the future.”</li> </ul> </li> <li>– Action: “Chloe tells Violet about the importance of women getting involved in politics.” <ul style="list-style-type: none"> <li>• How it is related to theme: “It makes a difference by helping Violet understand why the passage of the 19th Amendment is important.” (Students may not pick up on this being an example of the theme, as it is subtle.)</li> </ul> </li> </ul> </li> <li>• Explain that since they were not able to collect much evidence of the theme in Chapter 16, you would like them to work with their triads today to collect evidence of Violet’s contributions to the central theme in Chapter 17.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reading and Gathering Evidence of Violet's Contributions to the Central Theme in Chapter 17 (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Post the <b>Violet's Character anchor chart</b> and ask students to get out their <b>Student Copy of the Character Anchor Charts</b> (from Lesson 14). Tell students that for today's lesson, they will practice reading a chapter independently and collecting evidence about Violet's contributions to the central theme, "making a difference," in Chapter 17. Explain that after this independent work, they will meet with their triads to answer some text-dependent questions and see if they found similar evidence in the chapter.</li><li>• Distribute the <b>Reader's Guide for <i>The Hope Chest</i> Chapter 17: "<i>The Hope Chest</i>"</b> to each student. Review the directions at the top.</li><li>• Tell students they have about 20 minutes to work independently. Explain that everyone reads at a different pace, and so for some this will be plenty of time, but for others it may not be enough. Explain that, since they will be meeting with their triads afterward, their first goal should be to complete the first step.</li><li>• Distribute additional evidence flags if needed. Circulate to support students as needed.</li><li>• After about 20 minutes, ask students to pause where they are and join their triad. Distribute the <b>Text-Dependent Questions for Chapter 17</b> to each student. Review the directions on the handout and clarify if needed. Allow students to meet and discuss the questions with their groups for 10 additional minutes. Circulate to support groups as needed.</li><li>• Gather students together to share out their answers to the text-dependent questions.</li><li>• Cold call a group to summarize the chapter. Listen for:<ul style="list-style-type: none"><li>– "In Chapter 17 of <i>The Hope Chest</i>, Violet is going with her sister Chloe to find some missing representatives who are needed for a vote, when Myrtle finds them and tells them that Mr. Martin has been arrested. Chloe goes with Myrtle to rescue Mr. Martin, so Violet decides to find the missing representative by herself. She drives <i>The Hope Chest</i> and finds him on the highway, then brings him back to vote. Later, she finds out that if he had not been there, the amendment would not have been brought up for a vote."</li></ul></li><li>• Cold call a few triads to share the evidence they recorded for Question 2. Listen for students to share the following as examples of how Violet contributes to the theme "making a difference" in this chapter:<ul style="list-style-type: none"><li>– "Violet brings back a legislator, Mr. Credwell. This made a difference because he was needed for a vote."</li><li>– "Violet convinces her roommate to become a suffragist. This made a difference for her roommate because she seemed more confident."</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Review the answers to the remaining text-dependent questions and be sure students cite evidence from the text to support their answers: <ul style="list-style-type: none"> <li>Why did Violet decide to go looking for the legislators by herself? She knew the Suffragists were counting on them to find the legislators because they had a car. "The Suffs were counting on Chloe and Violet to do it. Someone had to search the highway for Blotz and Credwell."</li> <li>In Chapter 17, you find out how Violet makes a big difference for the Suffragists' cause. What happened that wouldn't have been possible had Violet not brought Mr. Credwell back to vote? <i>If Mr. Credwell had not been brought back, the committee wouldn't have voted to have the amendment go up for a vote. "That night the committee voted 10-8 to send the Susan B. Anthony Amendment to the floor. Without Mr. Blotz and Mr. Credwell, Violet realized, the vote would have been tied."</i></li> <li>Violet makes a difference in the thinking of her Anti roommate, Ms. Escuadrille. How does she do this? Violet tells her roommate that she is a Suffragist, and Ms. Escuadrille says she thinks she might be too. Something Violet told her earlier in the book convinced her to become a Suffragist. "You know, I'm beginning to wonder if I might be too."</li> </ul> </li> <li>Collect the text-dependent questions for Chapter 17 for formative assessment toward RL.4.2.</li> </ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. Discussing Violet's Contributions to the Central Theme (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Draw students' attention to the Violet's Character anchor chart and their Student Copy of the Character anchor charts. Ask them to add these items to their own charts as you add them to the class chart: <ul style="list-style-type: none"> <li>Action: "She drives <i>The Hope Chest</i> to find the missing legislator, finds him, and brings him back for an important committee vote that sends the amendment to the floor" (page 220). <ul style="list-style-type: none"> <li>How this is related to the central theme: "This made a difference because it helped the Suffragists by getting the amendment up for a final vote by the legislature."</li> </ul> </li> <li>Action: "She convinced her roommate to become a Suffragist" (page 223). <ul style="list-style-type: none"> <li>How this is related to the central theme: "This makes a difference because her roommate becomes more confident."</li> </ul> </li> </ul> </li> </ul>	



Closing and Assessment (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>Ask students to do the following with their triad:<ol style="list-style-type: none"><li>Read through all the entries on the Violet's Character anchor chart related to the central theme, "making a difference."</li><li>Discuss what you notice about how she makes a difference.</li><li>Discuss how you would categorize or sort Violet's actions related to the central theme.</li></ol></li><li>Give students 5 minutes to read the anchor chart and discuss. Cold call a few groups to share how they would categorize Violet's actions relate to the theme. Listen for: "She is kind to her friends and she helps the Suffragists" or "She cares for others and helps the Suffragists."</li><li>Remind students that as they finish the novel, they should be looking closely at the evidence they gather from the text and think of ways to characterize <i>how</i> Violet makes a difference so that they can write the focus statement for their essay based on evidence from the text.</li><li>Distribute the <b>exit ticket</b> for Lesson 17 and give students 5 minutes to complete it independently.</li><li>Tell them that tomorrow, they will be given Part I of the end of unit assessment and will read and answer questions about Chapter 18. Explain that they will be able to prepare for this assessment by reading the chapter for homework and marking it for evidence of the central theme. Explain that students will not complete a Reader's Guide for this chapter.</li><li>Tell students that they will also have some more time to gather evidence from this chapter to prepare for Part II of the assessment: writing an essay about how Violet contributes to the theme "making a difference." Explain that Part II of the assessment will be given on the following day so that they have time to gather evidence and finish the novel.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>To prepare for Part I of the end of unit assessment, read Chapter 18 and mark any examples of the central theme, "making a difference," with evidence flags.</li></ul> <p><i>Note: Use the exit ticket from this lesson to determine whether students will need additional support in generalizing the evidence gathered related to Violet's action and the central theme. This instruction can be given after the students have completed Part I of the assessment.</i></p>	





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# Grade 4: Module 4: Unit 2: Lesson 16

## Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"  
(Answers, For Teacher Reference)

**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"  
(Answers, For Teacher Reference)

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



Reader's Guide for *The Hope Chest*, Chapter 16: "Politics and Gunplay"  
(Answers, For Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet and Chloe, Myrtle and Mr. Martin	"Violet and Chloe go to the Capitol and are asked to help find two missing legislators because they are needed for a committee vote to bring the Susan B. Anthony Amendment up for a vote in the House. At the same time, Myrtle and Mr. Martin are eating lunch in Dead Horse Alley when some Palmer agents come in and arrest him. So Myrtle leaves Mrs. Ready's house."
<b>In:</b> Nashville	
<b>Wanted:</b> to visit the Capitol; are eating lunch	
<b>But:</b> Violet and Chloe are stopped by a Suff and told that one of the legislators is missing. Two agents find Mr. Martin.	
<b>So:</b> Mr. Martin is arrested.	
<b>Then:</b> Myrtle leaves Mrs. Ready's house.	



Reader's Guide for *The Hope Chest* Chapter 17: "The Hope Chest"

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:**

1. Read the chapter for gist.
2. Reread sections in which you noticed Violet doing something related to the theme "making a difference" and mark them with an evidence flag.
3. If you finish early, summarize this chapter.

**Historical Background Information**

**Early Automobiles:** In 1918 the automobile, what we call a car today, was just starting to gain popularity. With invention of the Ford Model-T, more and more people began to switch from traveling by horse and buggy to automobile. Cars during this time were quite different than today. They were started with a large crank on the front of the car, and the driver had push 3 pedals and move a lever back and forth, to operate the vehicle. They were usually not enclosed with glass windows and were very loud. They were also only able to go about 30-40 miles per hour. Since roads were mostly dirt they made for a bumpy, dusty ride. Overall, traveling by automobile was a noisy, uncomfortable and dirty experience, but it was still quicker than traveling by horse, and more exciting too. During this time auto camping trips became quite popular. People would drive their cars over long distances to sight-see and camp along the way. It was an entirely new type of vacation.



Reader's Guide for *The Hope Chest* Chapter 17: "The Hope Chest"

Glossary	Figurative Language or Complex Language: Idioms and Adages
adjourned (226): to stop a formal meeting	"took it in stride" (223): to accept a problem or setback and move on.
agitated (217): upset	"follow in her foot steps" (224): to do the same things in life as someone else.
chivalrously (219): to do something with courage and kindness	"pull a fast one" (226): to trick someone.
contradict (225): to express the opposite belief or opinion	
sweltering (221): uncomfortable heat and humidity	
resolutely (216): with determination; to act firmly in a decided way	



Reader's Guide for *The Hope Chest* Chapter 17: "The Hope Chest"

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



Text-Dependent Questions for Chapter 17

Name:

Date:

**Directions:** Summarize the chapter with the help of your triad. Then answer the questions that follow, using the evidence of theme you marked.

1. Write a summary of *The Hope Chest*, Chapter 17, below:

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2. What did Violet do in this chapter that contributed to the theme “making a difference”? List your evidence and why it is related to the theme:

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**Text-Dependent Questions for Chapter 17**

- 3. Why did Violet decide to go looking for the legislators by herself? Use evidence from page 215 to support your answer.**

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- 4. In Chapter 17, you find out how Violet makes a big difference for the Suffragists' cause. What happened that wouldn't have been possible had Violet not brought Mr. Credwell back to vote? Use evidence from page 220 to support your answer.**

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5. Violet makes a difference in the thinking of her Anti roommate, Ms. Escuadrille. How does she do this? Use evidence from page 223 to support your answer.

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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  Evidence of the theme “Making a difference”	<p>9. She tells Chloe and Mrs. Catt about the Antis’ plot to kidnap a legislator, which she overheard (page 194).*</p> <p><b>10. She drives the Hope Chest to find the missing legislator, finds him, and brings him back for an important committee vote that sends the amendment to the floor (page 220).</b></p> <p><b>11. She convinced her roommate to become a Suffragist (page 223).</b></p>	<p>9. Her actions make a difference by protecting one of the legislators, and this helps the Suffs’ cause.</p> <p><b>10. This makes a difference because it helps the Suffragists by getting the amendment up for a final vote by the legislature.</b></p> <p><b>11. This makes a difference because her roommate becomes more confident.</b></p>



Exit Ticket for Lesson 16

**Exit Ticket**

**Name:**

**Date:**

Answer this question with one sentence:

In general, how would you describe how Violet has made a difference in the novel so far?

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