



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 4: Unit 2: Lesson 6**

## **Clustering Vocabulary to Build Meaning from a Text**



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

I can explain what a text says using specific details from the text. (RL.4.1)  
I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)

**Supporting Learning Targets**

- I can explain the events of Chapters 4 and 5 in *The Hope Chest* using details from the text.
- I can sort vocabulary words into categories.
- I can explain plot events and character details using my understanding of word categories.

**Ongoing Assessment**

- Reader’s Guides for Chapters 4 and 5 (from homework)
- Word categories exercises

**Agenda**

1. Opening
  - A. Sharing Homework and Engaging the Reader (10 minutes)
  - B. Reviewing Learning Targets (5 minutes)
2. Work Time
  - A. Guided Practice: Learning about Word Categories with Violet (20 minutes)
  - B. Independent Practice: Using Word Categories Related to Myrtle (15 minutes)
3. Closing and Assessment
  - A. Exit Ticket: Using Word Categories to Infer about Violet and Myrtle (10 minutes)
4. Homework
  - A. Read Chapter 6 and complete the summary notes for the Reader’s Guide for *The Hope Chest*, Chapter 6: “It All Comes Down to Tennessee.”

**Teaching Notes**

- In this lesson, students examine a set of words in a category and determine what they have to do with one another. Definitions are provided in the glossary. Then they apply the understanding of the category back to the passage from which the words were drawn in order to deepen their understanding of a character or situation.
- In Work Time A, you introduce the concept of semantic mapping, which is a way of building concepts by clustering similar words and ideas together. We have called it “word categories” to make the term student-friendly. Once students have the structure for understanding “words about Violet’s uncertainty,” they will have the schema for understanding the two new words (*trepidation* and *tentatively*) and gain their bearing on the passage.
- The strategy requires a certain level of abstraction that may not come easily to all students. This introduction to it is heavily scaffolded—words are pre-identified, and leading questions stimulate observations about the word categories—with the idea that students will internalize this skill with repeated exposure and practice.
- In advance: Read over the word category exercises (see supporting materials).
- Post: Learning targets.



Lesson Vocabulary	Materials
<p>sort, categories, uncertain; hesitated (42), followed (42), questioningly (42), trepidation (42), tentatively (43), hesitantly (43) shrugged (42), unconcernedly (48), testily (48), cranky (49)</p>	<ul style="list-style-type: none"><li>• Equity sticks</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 4: "Henry Street" (answers, for teacher reference)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 5: "Hobie and the Brakeman" (from Lesson 5; one to display)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 5: "Hobie and the Brakeman" (answers, for teacher reference)</li><li>• Document camera</li><li>• Green pencils</li><li>• Lined paper (one per student)</li><li>• <i>The Hope Chest</i> (book; one per student)</li><li>• Word Categories for Violet and Myrtle (one per student)</li><li>• Violet's Character anchor chart (begun in Lesson 3)</li><li>• Myrtle's Character anchor chart (begun in Lesson 5)</li><li>• Reader's Guide for <i>The Hope Chest</i>, Chapter 6: "It All Comes Down to Tennessee" (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. 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:<ul style="list-style-type: none"><li>* “Read Chapters 4 and 5 (pages 42–61), then record summary notes in the left box at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 4: “Henry Street” and the Reader’s Guide for <i>The Hope Chest</i>, Chapter 5: “Hobie and the Brakeman.”</li></ul></li><li>Ask students to share their summary notes for Chapters 4 and 5 with their reading triad and write a summary statement together for each chapter based on their notes (each student should record a summary statement in his or her own Reader’s Guide for each chapter).</li><li>Give triads 5 minutes to collaborate on summary statements based on their notes for Chapters 4 and 5. Circulate and assist students as needed. Prompt them to use specific details from the text in their summaries.</li><li>Use <b>sticks</b> to cold call two or three triads to share their summary statements for Chapter 4 <u>only</u>. Listen for summaries similar to: “Violet is in New York City with her new friend Myrtle. They go to the Henry Street Settlement House to find Chloe, but she isn’t there. A man named Theo Martin tells them that she has gone to Washington, D.C., to be a part of the women’s suffrage movement. He starts to ask too many questions, so they leave for the train station.” Refer to the <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 4: “Henry Street” (answers, for teacher reference)</b> for possible responses.</li><li>Display the <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 5: “Hobie and the Brakeman”</b> by using a <b>document camera</b> or re-creating it on chart paper. Invite students to help you craft a class summary for this chapter. Refer to <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 5: “Hobie and the Brakeman” (answers, for teacher reference)</b> for suggested responses.</li><li>Tell students that they may revise their notes and summaries based on the class’s discussion and offer them <b>green pencils</b> to make the revisions. Remind them that by using colored pencils, they will be able to see what they were able to do independently and what they needed some additional support to do.</li></ul>	<ul style="list-style-type: none"><li>Using a different colored pencil for revisions is a visual assessment for learning strategy that helps both teachers and students see the original thinking and how it has changed or not changed, based on collaboration with a peer or a class discussion.</li><li>For students needing additional support producing language, consider offering a sentence/paragraph frame or sentence/paragraph starter to provide the structure required.</li><li>Examining a model and revising their work allows students to check for understanding as they grapple with complex text and the accompanying reading task.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the first learning target with students:<ul style="list-style-type: none"><li>* “I can explain the events of Chapters 4 and 5 in <i>The Hope Chest</i> using details from the text.” Remind them that they have been doing this every time they summarize chapters and answer questions about the text. Tell them that for this lesson, they will do it for both Chapters 4 and 5.</li></ul></li><li>• Distribute lined paper to the students and ask them to record the second two learning targets. Instruct them to underline the words <i>sort</i> and <i>categories</i>.</li><li>• Ask:<ul style="list-style-type: none"><li>* “What does it mean to <i>sort</i>?” Listen for: “to identify things according to their qualities.”</li><li>* “What is a <i>category</i>?” Listen for: “a group of things that share similar qualities.”</li></ul></li><li>• Provide students with a few simple examples of sorting words by category:<ul style="list-style-type: none"><li>* Category: “words about the beach”<ul style="list-style-type: none"><li>• Words sorted into this category: “sand, ocean, waves, swim, shells”</li></ul></li><li>* Category: “words about friendship”<ul style="list-style-type: none"><li>• Words sorted into this category: “talk, laugh, trust, fun, share, together”</li></ul></li></ul></li><li>• Point to the third learning target:<ul style="list-style-type: none"><li>* “I can explain plot events and character details using my understanding of word categories.”</li></ul></li><li>• Explain to students that understanding groups of similar words can help them grasp unfamiliar words and what is taking place in a certain part of a story.</li><li>• Ask students to hold on to their paper to be used as an exit ticket at the end of the lesson.</li></ul>	<ul style="list-style-type: none"><li>• Unpacking unfamiliar vocabulary terms in the learning targets helps ensure a deeper understanding of what students will be learning.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Guided Practice: Learning about Word Categories with Violet (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to locate their text, <i>The Hope Chest</i>. Distribute <b>Word Categories for Violet and Myrtle</b>. Explain that you will guide the students through Part 1, and they will complete Part 2 with their reading triads once they understand word categories.</li> <li>• Explain that in Part 1, they will try each step, and then you will discuss it as a class. Tell them that for Step 1, you are going to reread the opening paragraphs of Chapter 4 to them as they follow along in their books. Explain that, as you read, you would like students to listen for words that sound as if Violet is <i>uncertain</i> about what she's doing.</li> <li>• Remind students that <i>un-</i> is a prefix that means "not." Guide them to figure out that this prefix plus the root word <i>certain</i> means "not sure."</li> <li>• Read the first several paragraphs, up to and including the sentence "'Excuse me ..., ' she began" (page 43). Read the section in a way that brings out the tone of self-doubt suggested by Violet's words and actions.</li> <li>• Ask students to share the words they identified that created the feeling of uncertainty. These may include: <i>hesitated, followed, questioningly, hesitantly</i>.</li> <li>• Ask triads to discuss the question in Step 2 and record their thinking on their papers. Give them 5 minutes to complete this step.</li> <li>• Ask students to explain why these words create the feeling that Violet is uncertain. You may need to ask direct questions, such as: <ul style="list-style-type: none"> <li>* "Why would a person hesitate when one feels uncertain?"</li> <li>* "Why might a person follow another when feeling uncertain?"</li> </ul> </li> <li>• Confirm for students that <i>hesitating, following, looking questioningly, and acting hesitantly</i> are words they can categorize, or group together, because they all show that Violet feels uncertain about what she's doing.</li> <li>• It may be helpful to describe a few personal examples or have students recount some experiences in which hesitating indicated a lack of certainty about something.</li> <li>• For Step 3, write on the board two new terms that are related to this category: <i>trepidation</i> and <i>tentatively</i>.</li> <li>• Explain that these words are similar to the ones in this category, in that they describe how Violet is cautious and slightly fearful because she is uncertain.</li> </ul>	<ul style="list-style-type: none"> <li>• Word categories, also known as semantic mapping, is a strategy that will help students build vocabulary and understand related content simultaneously.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Tell students to complete Step 3 with their triads. Encourage them to build out the meaning based on what they know of the word category. Give them 5 more minutes to complete this step.</li> <li>• Afterward, read the sentences in which the two new words appear:               <ul style="list-style-type: none"> <li>* “Violet followed her with some trepidation.”</li> <li>* “Violet went over to one of the doors and tentatively pushed it open.”</li> </ul> </li> <li>• Ask students to share their responses to the questions.</li> <li>• For the first question in this step, confirm the meaning of the sentences:               <ul style="list-style-type: none"> <li>* “The first sentence means that Violet followed Myrtle in a fearful and cautious way, and the second sentence means that Violet opened the door in a slow, cautious, and slightly fearful manner.”</li> </ul> </li> <li>• For the second question in this step, listen for students to describe Violet’s character as: “fearful,” “cautious,” or “worried.”</li> <li>• Explain that thinking about the category of words provides a way of looking at Violet’s character and thinking about her actions.</li> <li>• Ask:               <ul style="list-style-type: none"> <li>* “How did knowing the category of the words help you understand these new words and sentences?”</li> </ul> </li> </ul>	
<p><b>B. Independent Practice: Using Word Categories Related to Myrtle (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Next, ask triads to work together on Part 2 of the Word Categories for Violet and Myrtle document. Give students 10 minutes to work. Circulate to support as needed, or pull a small group for additional support.</li> <li>• Use equity sticks to cold call a few students to read the passage related to Myrtle, then to share their thinking on the text excerpt after applying the word categories strategy. Students may observe the following: “Myrtle’s character is fearless, impatient, carefree, and adventurous.”</li> <li>• Cold call a few triads to share how the use of word categories helped them to understand her character. Listen for students to make connections to words that describe Myrtle in the text: <i>unconcernedly</i>, <i>cranky</i>, <i>testily</i>, and <i>shrugged</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Breaking down multistep directions into numbered elements and posting or distributing them for students lets them return to these guidelines to make sure they are on track.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Using Word Categories to Infer about Violet and Myrtle (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Post this text-dependent question and ask students to write it on the same paper where they wrote their learning targets at the beginning of the lesson:               <ul style="list-style-type: none"> <li>* “How is Myrtle helping Violet to become braver and more adventurous?”</li> </ul> </li> <li>• Encourage students to apply their understanding of word categories to the question about the characters and to give details from the text to support their answer.</li> <li>• Post the <b>Violet’s and Myrtle’s Character anchor charts</b>. Ask students if there are any actions that Violet took in Chapters 4 and 5 that affected other characters. Listen for:               <ul style="list-style-type: none"> <li>– Action: “She gave money to the Brakeman to free Myrtle” (page 58).</li> <li>– What this says about her character: “She is generous and protective of her friends.”</li> </ul> </li> <li>• Add these suggestions to the Violet’s Character anchor chart.</li> <li>• Next, ask students if there are any actions that Myrtle took in Chapters 4 and 5 that affected other characters. Listen for:               <ul style="list-style-type: none"> <li>– Action: “She helped Violet find the settlement house” (page 42).</li> <li>– What this says about her character: “She is independent and knows her way around the city.”</li> <li>– Action: “She convinced Violet to hop a train to Washington, D.C., with Hobie” (page 52).</li> <li>– What this says about her character: “She is brave and determined to help her friends.”</li> </ul> </li> <li>• Add these suggestions to the Myrtle’s Character anchor chart.</li> <li>• Preview homework.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Read Chapter 6 and complete the summary notes for the <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 6: “It All Comes Down to Tennessee.”</b> Reread as you take notes.</li> </ul> <p><i>Note: Use students’ exit tickets for evidence of progress toward this lesson’s learning targets. Also use as a formative assessment of their ability to respond to written prompts. This information will be useful in supporting lessons in the extended response writing in Lesson 8 and again on the mid-unit assessment in Lesson 11.</i></p>	



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# Grade 4: Module 4: Unit 2: Lesson 6

## Supporting Materials



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Reader’s Guide for *The Hope Chest*, Chapter 4: “Henry Street”  
(Answers, for Teacher Reference)

Historical Background Information	
<ul style="list-style-type: none"> <li>• <b>Settlement house:</b> a place where newcomers to a big city—such as New York, Chicago, Boston, or Philadelphia—could rent a room and purchase meals inexpensively and receive support from helpful people to find relatives, look for jobs, learn the language, or find more permanent housing. Many people from different countries coming to live in the United States roomed at the settlement houses when they first arrived. The term “settlement house” comes from the fact that the residents need to get “settled” into their new city.</li> </ul>	
Glossary	Figurative and Complex Language: Idioms and Adages
cranky (49): in a bad mood; touchy	“wouldn’t have been caught dead in” (43): This idiom is an exaggeration expressing a person’s strong distaste for something.
discourteous (44): displaying bad manners; rude	“to know my place” (49): to go along with another person’s idea of one’s inferiority
hesitated (42): paused in uncertainty	
reassure (45): to make less worried	
shrugged (42): raised the shoulders in a gesture showing that you don’t know or don’t care	
testily (48): with irritation or annoyance	
unconcernedly (48): not concerned or worried	



Reader’s Guide for *The Hope Chest*, Chapter 4: “Henry Street”  
(Answers, for Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet and Myrtle	<p>Violet is in New York City with her new friend Myrtle. They go to the Henry Street Settlement House to find Chloe, but she isn’t there. A man named Theo Martin tells them that she has gone to Washington, D.C., to be a part of the women’s suffrage movement. Then Mr. Martin starts to ask too many questions. Violet and Myrtle worry he will report them to the police, so they leave for the train station.</p>
<b>In:</b> New York City	
<b>Wanted:</b> to find Violet’s sister, Chloe, who was last known to have lived at the Henry Street Settlement House	
<b>But:</b> They find out from a man named Theo Martin that Chloe has gone to Washington, D.C., to be a part of the women’s suffrage movement..	
<b>So:</b> Mr. Martin starts to ask questions about who they are with and where they are supposed to be.	
<b>Then:</b> Violet and Myrtle worry that Mr. Martin will report them as runaways, so they leave Henry House for the train station.	



Reader’s Guide for *The Hope Chest*, Chapter 5: “Hobie and the Brakeman”  
(Answers, for Teacher Reference)

Historical Background Information	
<ul style="list-style-type: none"> <li>• <b>Hobo Jungles:</b> camps where homeless travelers in the early 1900s stayed</li> <li>• <b>“Riding the rails”:</b> taking trains without paying</li> <li>• <b>Angelinas:</b> the hobo term for a “young girl”</li> <li>• <b>Steam locomotive:</b> a train that produces its power through a steam engine. Burning coal, wood, or oil produced steam in a boiler, which made the engine work. Men often had to shovel either wood or coal into the boiler to keep the fire burning, which was a dirty and backbreaking job.</li> </ul>	
Glossary	Figurative and Complex Language: Idioms and Adages
callused (51): characterized by hardened skin	“riding the blinds” (51): to be on the blind spot between the engine and the baggage car
cinders (53): burned coal fragments	“hopping the freights” (51): to ride freight trains
defiantly (57): in a manner resisting authority	“riding the rods” (51): riding on the rods underneath the cars
elaborate (60): to explain further	“bulls” (57): train police officers who look for hobos
endurance (54): patience, tolerance	“yeggs” (55): other hobos in a hobo jungle
jolted (53): shaken, bumped, or knocked about	
menacingly (57): in a manner meant to threaten	
elaborate (60): to explain further	



Reader's Guide for *The Hope Chest*, Chapter 5: "Hobie and the Brakeman"  
(Answers, for Teacher Reference)

Summary Notes:	Summary:
<b>Somebody:</b> Violet and Myrtle	Violet and Myrtle go to the train station in New York City because they want to go to Washington, D.C., to find Violet's sister. They don't have enough money for a train ticket, and they end up "riding the rails" with Hobie the hobo. Then a brakeman threatens to throw Myrtle off the train unless they pay him. Violet gives him money, and he leaves.
<b>In:</b> the train station in New York City	
<b>Wanted:</b> to take a train to Washington, where they were told Chloe was	
<b>But:</b> They don't have enough money to buy train tickets.	
<b>So:</b> Hobie, a 12-year-old hobo who knows all about "riding the rails," tells them how to hop on a train and accompanies them.	
<b>Then:</b> A criminal called a brakeman finds them in a freight car and threatens to throw Myrtle out of the speeding train until they pay him.	



Violet's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

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. <b>She gave money to the brakeman to free Myrtle (page 58).</b></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. <b>She is generous and protective of her friends.</b></li></ol>



Myrtle's Character Anchor Chart  
(For Teacher Reference)

**Bolded type indicates additions made in this lesson.**

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><b>2. She helped Violet find the settlement house (page 42).</b></li><li><b>3. She convinced Violet to hop a train to Washington, D.C., with Hobie (page 52).</b></li></ol>	<ol style="list-style-type: none"><li>1. She is a caring and compassionate person.</li><li><b>2. She is independent and knows her way around the city.</b></li><li><b>3. She is brave and determined to help her friends.</b></li></ol>

Word Categories for Violet and Myrtle

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

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

**Part 1: Word Category for Violet**

**Directions:**

- 1) Read along silently as a passage from Chapter 4 of *The Hope Chest* is read aloud. Listen for words that relate to Violet being uncertain. Record these words below.

Words related to Violet being uncertain:

- 2) Discuss this question with your reading triad and record your answer below.  
Why do these words create the feeling that Violet is uncertain?

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Word Categories for Violet and Myrtle

3) Read the following sentences and answer the questions below.

“Violet followed her with some trepidation.”

“Violet went over to one of the doors and tentatively pushed it open.”

What does each of these sentences mean?

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What do we learn about Violet’s character from these sentences and the words used to describe her actions?

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Word Categories for Violet and Myrtle

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

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

**Part 2: Word Category for Myrtle**

**Directions:**

- 1) Read the words below that describe Myrtle and her actions in Chapter 4 of *The Hope Chest*

**Words related to Myrtle:**

\* unconcernedly \* cranky

\* testily \* shrugged

- 2) Discuss the following questions with your reading triad and record your answers below.

What do these words have in common?

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What title would you give to this category?

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Word Categories for Violet and Myrtle

3) Read this passage from the text and answer the questions below.

“It isn’t a school,” said Myrtle testily. “It’s a training institute. A school would be a place where you learned stuff from books so that you could do something important in the world. My mama sent me to a school when she was alive. She didn’t want me to go to someplace where we study ironing and dusting and knowing our place. Mama didn’t mean for me to know my place” (48, 49).

What do we learn about Myrtle’s character from this passage?

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How did Myrtle’s word category help you to better understand this passage?

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Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"

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

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

**Historical Background Information**

- **Susan B. Anthony Amendment:** an amendment to the U.S. Constitution that gives women the right to vote. It was named after Susan B. Anthony because she was a leader in the suffrage movement.
- **National Woman's Party:** This was a women's organization founded by Alice Paul and Lucy Burns in 1913. It fought for women's rights during the early 20th century in the United States. A main cause the group fought for was women's right to vote, just like men.
- **Alice Paul:** She was a leader in the women's suffrage movement and started the National Woman's Party.

**Glossary**

Antis (72): people who were against the 19th Amendment

bystanders (68): people who are present at an event but do not participate in it; witnesses

campaigning (69): participating in a political competition for elective public office

ratification (71): the act of formally approving an action in government

unsuited (70): not appropriate; not fit

virtuous (74): pure; innocent

virtue (74): right; power



Reader's Guide for *The Hope Chest*, Chapter 6: "It All Comes Down to Tennessee"

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