



EXPEDITIONARY  
LEARNING

## **Grade 4: Module 4: Unit 2: Lesson 11**

**Mid-Unit Assessment:** Reading and Answering  
Questions about a New Chapter of *The Hope Chest*



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

- I can make inferences using specific details from text. (RL.4.1)
- I can summarize a story, drama, or poem. (RL.4.2)
- I can describe a story’s characters, setting, or events using details from the text. (RL.4.3)
- I can use context to help me determine what a word or phrase means. (L.4.4)
- I can analyze figurative language, word relationships, and slight differences in word meanings. (L.4.5)
- I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)
- I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

**Supporting Learning Targets**

- I can describe what happened to Violet in a chapter from *The Hope Chest* using details from the text.
- I can summarize a chapter from *The Hope Chest*.
- I can write a short essay about Violet supported by evidence from the text.

**Ongoing Assessment**

- Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of *The Hope Chest*
- Tracking My Progress, Mid-Unit 2 recording form



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. Reading Feedback on Focus Statements and Evidence in Short Essay about Myrtle (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> (45 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Tracking My Progress (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read Chapter 11 (pages 128–145), then record summary notes and a summary at the bottom of the Reader’s Guide for <i>The Hope Chest</i>, Chapter 11: “Finding Chloe.”</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this assessment, students read a new chapter from the novel <i>The Hope Chest</i>, then summarize and answer a series of questions, including an extended response essay question. The extended response portion of this assessment is designed to be a formative assessment of W.4.2 and W.4.9. A summative assessment of these standards will take place in the second half of this unit. The short essay in this assessment should serve to inform instruction on these standards in the next half of the unit.</li> <li>• The chapter read for this assessment is about 14 pages long. Though students have read this chapter in advance for homework, it may take some longer than others to reread it.</li> <li>• This, in addition to the short essay question in Part 3 of the assessment, may require this assessment to be split into two separate sessions, with Parts 1 and 2 in one session and Part 3 in another.</li> <li>• Be prepared to return students’ essays from Lesson 10 with feedback on the focus statement and use of evidence.</li> <li>• Post: Learning targets.</li> </ul>

Lesson Vocabulary	Materials
<p>summarize, describe, infer</p>	<ul style="list-style-type: none"> <li>• Essays about Myrtle (from Lesson 10)</li> <li>• <i>The Hope Chest</i> (book; one per student)</li> <li>• Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> (one per student)</li> <li>• Structure of a Short Essay anchor chart (from Lesson 9)</li> <li>• Mid-Unit Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> (answers, for teacher reference)</li> <li>• Tracking My Progress, Mid-Unit 2 recording form (one per student)</li> <li>• Reader’s Guide for <i>The Hope Chest</i>, Chapter 11: “Finding Chloe” (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>• Draw students' attention to the learning targets:               <ul style="list-style-type: none"> <li>– “I can describe what happened to Violet in a chapter from <i>The Hope Chest</i> using details from the text.”</li> <li>– “I can summarize a chapter from <i>The Hope Chest</i>.”</li> <li>– “I can write a short essay about Violet supported by evidence from the text.”</li> </ul> </li> <li>• Ask students to get with their reading triad. When they have formed their groups, ask them to each take a target to read and share with the group. Tell them that when they read their target to their group, they should also explain what they think it means. The triad should discuss anything they find confusing about the target. Give students 3 minutes to discuss the targets.</li> <li>• Cold call a student to read and explain each of the targets. Clarify as needed. Remind students that they have been summarizing each chapter and keeping track of how characters in the book are affecting others and what this says about their character. Explain that this practice will help them meet the learning targets and do well on the assessment.</li> </ul>	
<p><b>B. Reading Feedback on Focus Statements and Evidence in Short Essay about Myrtle (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Explain that you have given students feedback on the essays they wrote in Lesson 10 about Myrtle. Tell them that this feedback focuses specifically on their focus statements and use of evidence from the text. Explain that in the assessment for today, they will write another short essay, and it is this part of their essays that you will evaluate. Tell them that they should do their best to write a good introduction and conclusion and to follow conventions, but that these will not be the focus of your evaluation.</li> <li>• Distribute students' <b>Essays about Myrtle</b> with your feedback. Ask students to read the feedback and raise their hand if they have a question. Note students who have questions and pull them as a small group to address the questions before giving them the mid-unit assessment.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> (45 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get out their text <i>The Hope Chest</i>. Distribute the Mid-Unit 2 Assessment: Reading and Answering Questions about a New Chapter of <i>The Hope Chest</i> to each student.</li><li>• Remind them of the importance of reading the text several times. Point out the directions at the top of the assessment:<ol style="list-style-type: none"><li>1. Reread Chapter 10 from <i>The Hope Chest</i>: “Yellow and Red Roses” (pages 113–127).</li><li>2. For Part 1: Answer questions using details from the text.</li><li>3. For Part 2: Write a summary of the chapter.</li><li>4. For Part 3: Write a short essay to answer a prompt about Violet. Use details from the text in your answer.</li></ol></li><li>• Clarify directions as needed. Post the <b>Structure of a Short Essay anchor chart</b>. Explain that this assessment contains a short essay and students should use this anchor chart as a resource while they write. Reassure them that there are no “tricks” to this assessment. It is just what they have been doing in class, only with a new chapter.</li><li>• Give students 45 minutes to work. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text for their assessment? This information can be helpful in preparing them for future assessments and standardized tests.</li><li>• If students finish the assessment early, consider allowing them to start their homework for this lesson: “Read Chapter 11 and complete the summary notes in your <b>Reader’s Guide for <i>The Hope Chest</i>, Chapter 11: “Finding Chloe.”</b>”</li></ul>	<ul style="list-style-type: none"><li>• For students who struggle to read grade-level text or read slowly, consider allowing additional time for the reading portion of this assessment.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to reflect on the learning targets and then record their progress using the <b>Tracking My Progress Mid-Unit 2 recording form</b>:               <ul style="list-style-type: none"> <li>“I can describe what happened to Violet in a chapter from <i>The Hope Chest</i> using details from the text.”</li> <li>“I can summarize a chapter from <i>The Hope Chest</i>.”</li> <li>“I can write a short essay about Violet supported by evidence from the text.”</li> </ul> </li> <li>Collect the Tracking My Progress recording forms and review them before the next lesson. This will help you determine which students will need further support with these learning targets as the class moves into the second half of the unit. Consider conferring with students in the coming days to check for understanding or elicit their opinions on how to best support them in determining main ideas and summarizing an informational text.</li> </ul>	<ul style="list-style-type: none"> <li>If more time is needed for the assessment, consider having students complete Tracking My Progress when the graded assessment is handed back to them.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Read Chapter 11 (pages 128–145), then record summary notes and a summary at the bottom of the <b>Reader's Guide for <i>The Hope Chest</i>, Chapter 11: “Finding Chloe.”</b> Reread as you take notes.</li> </ul> <p><i>Note: Part 3 of this assessment is designed to be a formative assessment of W.4.2 and W.4.9. The short essay in this assessment should serve to inform instruction on these standards in the next half of the unit. A summative assessment of these two standards will take place in the second half of this unit.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 4: Unit 2: Lesson 11

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Mid-Unit 2 Assessment:  
Reading and Answering Questions about a New Chapter of *The Hope Chest*

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

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

**Directions:**

1. Reread Chapter 10 from *The Hope Chest*: “Yellow and Red Roses” (pages 113–127).
2. For Part 1: Answer questions using details from the text.
3. For Part 2: Write a summary of the chapter.
4. For Part 3: Write a short essay to answer a prompt about Violet. Use details from the text in your answer.

**Part 1: Answer questions using details from the text.**

5. On page 114, the text says, “Violet wondered why Miss Dexter was able to imagine such a perfect world and not imagine a place for Myrtle in it.” Based on this, how would Violet most likely describe Miss Dexter?
  - A) Miss Dexter is creative.
  - B) Miss Dexter is smart.
  - C) Miss Dexter is forgetful.
  - D) Miss Dexter is unkind.
6. On page 114, the text says that Miss Kelly “heaped a liberal handful of raisins on top” of Myrtle’s oatmeal and said, “Better give her some extra; injustice makes a girl hungry.” What can you infer Miss Kelly meant by this?
  - A) Myrtle was starving.
  - B) Myrtle was treated unfairly.
  - C) Myrtle was unlucky.
  - D) Myrtle was greedy.



Mid-Unit 2 Assessment:  
Reading and Answering Questions about a New Chapter of *The Hope Chest*

**Use this passage from page 115 to answer Questions 3 and 4:**

“They’re sending him home from France. He’s supposed to be shipped to Chattanooga today.”

Violet thought that was a funny way of putting it, and then she looked at the piece of black cloth in her hand and a thought struck her.

“Is your son ... Did he ...”

“Yes,” said the woman. “Put that on my arm, would you my dear? It’s supposed to be my mourning.”

3. What was the thought that “struck” Violet?
  - A) The woman’s son died in the war.
  - B) The woman’s son was coming home to visit.
  - C) The woman’s son missed his family.
  - D) The woman’s son quit being a soldier.
  
4. What is the meaning of the word *mourning* as it is used in the passage?
  - A) sadness and grief
  - B) black worn when a loved one dies
  - C) the beginning of the day
  - D) a piece of cloth

**Answer these questions about the text:**

5. What happened as a result of Violet speaking with the pregnant woman?
  - A) She felt sorry for the woman.
  - B) She was glad that her brother came home.
  - C) She decided that war was wrong.
  - D) She understood why the Suffrs were fighting.

Mid-Unit 2 Assessment:

Reading and Answering Questions about a New Chapter of *The Hope Chest*

6. Which line from the text helps you infer the answer to Question 5?
- A) “Are you all right?” Violet asked.
  - B) Suddenly Violet understood why all these women were riding to Nashville on a train.
  - C) “My brother was in France too,” Violet said. “But he came back,” Violet added apologetically.
  - D) Violet was just about to repeat what Miss Dexter had said, that the human race had outgrown war ...
7. On page 126, the desk clerk says, “That’s the Speaker of the Tennessee House, Seth Walker. He was one of the Suff’s strongest supporters. If he’s turned coat, I don’t see how they can win.” What does “turned coat” mean?
- A) He is staying at the hotel.
  - B) He has switched to being an Anti.
  - C) He is upset.
  - D) He is leaving the hotel.
8. Which line from the text helps you understand the meaning of “turned coat”?
- A) “You mean he changed sides?”
  - B) “How ... dare you?”
  - C) The clerk opened his ledger and ran his finger down it.
  - D) Mr. Walker jammed his panama hat on his head, spun on his heel, and stalked out.
9. In the text, the author describes the scene when Violet arrives at the Hermitage Hotel: “ten stories high and mobbed, the crowd pouring out the grand entry way onto the street.” What word best describes the scene?
- A) boring
  - B) beautiful
  - C) crowded
  - D) warm







**Mid-Unit 2 Assessment:**

Reading and Answering Questions about a New Chapter of *The Hope Chest*  
(Answers, For Teacher Reference)

**Standards Assessed:** RL.4.1-Questions 1, 2, 3, 5, and 6; RL.4.2-Part 2; RL.4.3-Questions 1, 9, 5, 6 and Part 3; L.4.4-Question 4; L.4.5-Questions 7 and 8; W.4.2 and W.4.9-Part 3.

**Part 1: Answer questions using details from the text.**

1. On page 114, the text says, “Violet wondered why Miss Dexter was able to imagine such a perfect world and not imagine a place for Myrtle in it.” Based on this, how would Violet most likely describe Miss Dexter?
  - A) Miss Dexter is creative.
  - B) Miss Dexter is smart.
  - C) Miss Dexter is forgetful.
  - D) Miss Dexter is unkind.**
  
2. On page 114, the text says that Miss Kelly “heaped a liberal handful of raisins on top” of Myrtle’s oatmeal and said, “Better give her some extra; injustice makes a girl hungry.” What can you infer Miss Kelly meant by this?
  - A) Myrtle was starving.
  - B) Myrtle was treated unfairly.**
  - C) Myrtle was unlucky.
  - D) Myrtle was greedy.

Mid-Unit 2 Assessment:  
Reading and Answering Questions about a New Chapter of *The Hope Chest*  
(Answers, For Teacher Reference)

Use this passage from page 115 to answer Questions 3 and 4:

“They’re sending him home from France. He’s supposed to be shipped to Chattanooga today.”

Violet thought that was a funny way of putting it, and then she looked at the piece of black cloth in her hand and a thought struck her.

“Is your son ... Did he ...”

“Yes,” said the woman. “Put that on my arm, would you my dear? It’s supposed to be my mourning.”

3. What was the thought that “struck” Violet?
  - A) **The woman’s son died in the war.**
  - B) The woman’s son was coming home to visit.
  - C) The woman’s son missed his family.
  - D) The woman’s son quit being a soldier.
  
4. What is the meaning of the word *mourning* as it is used in the passage?
  - A) sadness and grief
  - B) **black worn when a loved one dies**
  - C) the beginning of the day
  - D) a piece of cloth

Answer these questions about the text:

5. What happened as a result of Violet speaking with the pregnant woman?
  - A) She felt sorry for the woman.
  - B) She was glad that her brother came home.
  - C) She decided that war was wrong.
  - D) **She understood why the Suffrs were fighting.**

Mid-Unit 2 Assessment:

Reading and Answering Questions about a New Chapter of *The Hope Chest*  
(Answers, For Teacher Reference)

6. Which line from the text helps you infer the answer to Question 5?
- A) “Are you all right?” Violet asked.
  - B) Suddenly Violet understood why all these women were riding to Nashville on a train.**
  - C) “My brother was in France too,” Violet said. “But he came back,” Violet added apologetically.
  - D) Violet was just about to repeat what Miss Dexter had said, that the human race had outgrown war ...
7. On page 126, the desk clerk says, “That’s the Speaker of the Tennessee House, Seth Walker. He was one of the Suff’s strongest supporters. If he’s turned coat, I don’t see how they can win.” What does “turned coat” mean?
- A) He is staying at the hotel.
  - B) He has switched to being an Anti.**
  - C) He is upset.
  - D) He is leaving the hotel.
8. Which line from the text helps you understand the meaning of “turned coat”?
- A) “You mean he changed sides?”**
  - B) “How ... dare you?”
  - C) The clerk opened his ledger and ran his finger down it.
  - D) Mr. Walker jammed his panama hat on his head, spun on his heel, and stalked out.

**Mid-Unit 2 Assessment:**

Reading and Answering Questions about a New Chapter of *The Hope Chest*  
(Answers, For Teacher Reference)

9. In the text, the author describes the scene when Violet arrives at the Hermitage Hotel: “ten stories high and mobbed, the crowd pouring out the grand entry way onto the street.” What word best describes the scene?
- A) boring
  - B) beautiful
  - C) crowded**
  - D) warm

**Part 2: Write a summary of the chapter. Use the notes from your Reader’s Guide for Chapter 10, completed as homework, to help you write your summary.**

**\*Possible Answer:**

*In Chapter 10, Violet is on the train to Nashville. She goes to give Myrtle some breakfast and meets a woman. The woman’s son died in the war, and Violet understands why the suffragists want to vote. Then she sees Mr. Martin and a man following him in the train station. She wants to warn him that he is being followed, but the train is leaving. She thinks she sees Myrtle run after him. When she gets to Nashville, Myrtle isn’t there. Then she ends up going to a hotel where there are lots of Suffs and Antis, but her sister is not there.*



**Mid-Unit 2 Assessment:**

Reading and Answering Questions about a New Chapter of *The Hope Chest*  
(Answers, For Teacher Reference)

**Part 3: Write a short essay to answer the following prompt about the text.** Use evidence from Chapter 10 of *The Hope Chest* to support your answer.

How does Violet’s thinking about the Women’s Suffrage Movement change in this chapter? What caused this change?

**Possible Answer:**

*In Chapter 10 of The Hope Chest, Violet changes her mind about the Women’s Suffrage Movement. Before Chapter 10, she didn’t think much about why the suffragists were doing what they were doing, but now she understands why so many women are fighting for the right to vote.*

*When Violet gets off the train to give Myrtle some breakfast, she sees a woman fall. She stops to help her, and they talk about the war. The woman’s son was killed in the war. After talking to the woman, Violet realizes why the suffragists are going to Nashville. It is so men won’t make all the decisions, like going to war.*

*After meeting this woman, Violet changed from not having an opinion about voting to being a suffragist like her sister.*



Tracking My Progress, Mid-Unit 2

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

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

**Learning Target:** I can describe what happened to Violet in a chapter from *The Hope Chest* using details from the text.

1. The target in my own words is:

---

---

---

---

2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

---

---

---

---



Tracking My Progress, Mid-Unit 2

**Learning target:** I can summarize a chapter from *The Hope Chest*

1. The target in my own words is:

---

---

---

---

2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

---

---

---

---



Tracking My Progress, Mid-Unit 2

**Learning target:** I can write a short essay about Violet supported by evidence from the text.

1. The target in my own words is:

---

---

---

---

2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

---

---

---

---

Reader's Guide for *The Hope Chest*, Chapter 11: "Finding Chloe"

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

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

Historical Background Information	
<b>Glossary</b>	<b>Figurative and Complex Language: Idioms and Adages</b>
accommodate (131): have room for	"He no longer <b>hearkens to the cry</b> of the suffrage siren." (134): He no longer thinks about what the suffragists are saying.
companion (128): friend	"There's plenty of gold <b>in the kitty</b> ." (136): There's plenty of money collected for a particular purpose.
disbelief (131): amazement	"ride herd" (136): to keep a close watch or control over
justify (139): defend; explain	"having the presence of mind" (138): the ability to act sensibly, quickly, and appropriately
righteously (134): smugly; self-importantly	"ax has been hanging over his head" (142): Something bad is about to happen.



Reader's Guide for *The Hope Chest*, Chapter 11: "Finding Chloe"

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