



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 13

Introducing Literary Theme: Exploring Themes 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)

Supporting Learning Targets

- I can explain how to determine a theme in a story.
- I can determine possible themes for *The Hope Chest*.
- I can find evidence of a given theme in *The Hope Chest*.

Ongoing Assessment

- Reader's Guide for *The Hope Chest*, Chapter 12: "Violet Spies" (from homework)
- Finding Themes in *The Hope Chest* handout



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (5 minutes)B. Sharing Homework and Engaging the Reader (10 minutes)2. Work Time<ol style="list-style-type: none">A. Introducing Theme (10 minutes)B. Finding Themes in <i>The Hope Chest</i> (20 minutes)C. Finding Evidence of the Theme “Resisting Stereotypes” in Chapter 13 (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (10 minutes)4. Homework<ol style="list-style-type: none">A. Read the rest of Chapter 13 and all of Chapter 14 of <i>The Hope Chest</i> and complete the Summary Notes and Summary sections of both Reader’s Guides.	<ul style="list-style-type: none">• This lesson signals a shift from summarizing the plot and analyzing characters for comprehension, to determining the novel’s larger theme and analyzing characters’ actions to find evidence of this theme.• This lesson introduces the idea of theme in literature. The lesson defines a literary theme as a story’s message about people, life, and the world we live in that the author wants the reader to understand. This message is communicated through the characters and their actions and must be inferred by the reader.• This definition of theme alone will not be enough for students to understand this abstract concept; therefore, this lesson is heavily scaffolded, providing students with learning supports and many concrete examples to gain footing with this idea and to practice the skill of determining theme in a story.• Also in this lesson, students practice finding evidence of a given theme, “Resisting Stereotypes,” by reading Chapter 13. In this chapter, Myrtle encounters an advertisement with an offensive stereotype of African American children as servants.• The analysis of theme in the novel will continue until students have completed the novel and write a short essay related to the theme in the End of Unit 2 Assessment, Part II (Lesson 18).• In advance: Prepare the Theme anchor chart (see model with directions in supporting materials); review Chapter 13 of <i>The Hope Chest</i>.• This chapter describes an offensive advertisement of African American children as servants as it is seen by the characters Myrtle and Mr. Martin. Review pages 154–158 of the chapter as well as Work Time C of this lesson. While this lesson allows students to consider how Myrtle resists this offensive stereotype, determine how you will support your class with understanding this content and why it is described in the novel.• Post: Learning targets.



Lesson Vocabulary	Materials
<p>theme, evidence, determine; stereotype, discrimination</p>	<ul style="list-style-type: none">• Equity sticks• Green colored pencils (one per student)• Equity sticks• Reader's Guide for <i>The Hope Chest</i>, Chapter 12: "Violet Spies" (Answers, for Teacher Reference)• Violet's Character anchor chart (begun in Lesson 3)• Other Characters' Actions anchor chart (begun in Lesson 8)• Theme anchor chart (new; teacher-created)• Finding Themes in <i>The Hope Chest</i> handout (one per student)• <i>The Hope Chest</i> (book; one per student)• Evidence flags (small stack per triad)• Reader's Guide for <i>The Hope Chest</i>, Chapter 13: "Dead Horse Alley" (one per student)• Reader's Guide for <i>The Hope Chest</i>, Chapter 14: "Max Bloomstein's Pharmacy" (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the learning targets. Ask a student volunteer to read them aloud: <ul style="list-style-type: none"> * "I can explain how to determine a theme in a story." * "I can determine possible themes for <i>The Hope Chest</i>." * "I can find evidence of a given theme in <i>The Hope Chest</i>." • Ask: <ul style="list-style-type: none"> * "Which new word or concept appears in all the learning targets?" • Using equity sticks, cold call a student and listen for: "theme." Underline the word <i>theme</i> in the targets. • Challenge students to use the learning targets to think about this question: <ul style="list-style-type: none"> * "What do we know about theme just from reading the learning targets?" • Using equity sticks, cold call a student. Listen for: "Theme is something that one can find in stories." • Let students know that today they will learn what theme is in a story and look for themes in <i>The Hope Chest</i>. 	
<p>B. Sharing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Remind students what they were expected to do for homework: "Read Chapter 12 and complete the Reader's Guide for <i>The Hope Chest</i>, Chapter 12: "Violet Spies." Optional: Finish your new cover art for <i>The Hope Chest</i>." • Collect any of the Cover Art Analysis sheets from any students who completed the optional homework. This is a formative assessment of their progress toward RL.4.7. • 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 green colored pencil. • Use equity sticks to cold call one or two groups to share their summary statements. Listen for summaries similar to: "Violet finds Myrtle and Mr. Martin, who appeared to be hoboes, getting off the train. Together they return to the Tulane Hotel, where Chloe and Mr. Martin see each other again. Mr. Martin and Myrtle leave to find a different hotel, since the Tulane does not accept colored guests." Refer to the Reader's Guide for <i>The Hope Chest</i>, Chapter 12: "Violet Spies" (Answers, for Teacher Reference). • Allow students to revise as necessary. • Post the Violet's Character anchor chart and Other Characters' Actions anchor chart. Explain that that you would like students to review their some of their Reader's Guides to see whether anything should be added to the anchor 	



charts from these chapters.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Remind students that now they have a new character to consider: Chloe. Tell them that they will have to revisit the Reader's Guides from Chapters 1 and 4 to refresh their memories about Chloe and her actions early on in the novel. Add that they should also look over their guides for Chapters 10–12 to see what actions Violet took that can be added to the anchor charts.• Give students 5 minutes to review the Reader's Guides from Chapters 1, 4, 10, 11, and 12 with their triad.• Cold call groups for suggested additions to the anchor charts. Be sure to add these items:<ul style="list-style-type: none">Violet's Character anchor chart:<ul style="list-style-type: none">– Action: "She helps a pregnant woman who falls" (page 115).– What this says about her character: "She is kind to strangers."– Action: "She decides to spy on the 'Antis' for the 'Suffs'" (page 148).– What this says about her character: "She is willing to take action for something she believes in."• Other Characters' Actions anchor chart:<ul style="list-style-type: none">Chloe:<ul style="list-style-type: none">– Action: "She took care of sick people" (pages 8 and 9).– What this says about her character: "She wants to do 'something that matters,' wants to help others."– Action: "She joined the women's suffrage movement" (page 45).– What this says about her character: "She will fight for what she believes in."	



Work Time	Meeting Students' Needs
<p>A. Introducing Theme (10 minutes)</p> <ul style="list-style-type: none">• Ask triads to discuss:<ul style="list-style-type: none">* “What is a <i>theme</i>?”• Call on a few groups to share their ideas. At this point, do not label what students offer as correct or incorrect.• Tell students that they will help you define what the term <i>theme</i> means, and that they probably already have some ideas about what <i>theme</i> is. Offer this scenario:• “Imagine you have been invited to a friend’s birthday party. This friend is wild about frogs and has decided to have a frog-themed party. The plates, napkins, cups, and tablecloth all have frogs imprinted on them. The cake is decorated with plastic frogs, and the baker has created a frog design out of frosting. This is a theme party. Sometimes kids pick different themes for their parties, such as Spiderman or princesses.”• Ask triads to discuss:<ul style="list-style-type: none">* “What can I infer about theme from this example?”• Use equity sticks to cold call groups to share their observations about theme. Listen for and/or suggest:<ul style="list-style-type: none">– “A theme is when lots of things have the same thing in common,”– “A theme is something that you hear or see again and again,” and “A theme is included on purpose.”• Congratulate students on their observations. Explain that in literature, the word <i>theme</i> has a special meaning.	<ul style="list-style-type: none">• Be sure to solicit quick responses from students about these questions. The purpose of the questions is to make connections with the idea of theme, not to generate substantive content.• Consider adding visuals or graphics to this anchor chart to help students remember or understand the key ideas or directions. Students will be given a handout similar to this anchor chart in the next lesson, when they work to identify the central theme of the novel.



Work Time(continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Post the new Theme anchor chart. Read the definition written at the top: <ul style="list-style-type: none"> * “Theme: a story’s message about people, life, and the world we live in that the author wants the reader to understand. This message is communicated through the characters and their actions and must be inferred by the reader.” • Ask triads to discuss: <ul style="list-style-type: none"> * “How do you think you find a theme in a story?” • Cold call a few students to share their ideas, then write the following on the anchor chart below the definition: • How do you determine a theme? <ol style="list-style-type: none"> 1. Read closely and look for evidence of themes: <ul style="list-style-type: none"> • What is a repeating idea in the story? • What message does it send the reader? 2. Check it: <ul style="list-style-type: none"> • Is it a general message about life? • Is it a message that other stories could contain? 	
<p>B. Finding Themes in <i>The Hope Chest</i> (20 minutes)</p> <ul style="list-style-type: none"> • Explain that for the next several lessons, students will look for themes <i>The Hope Chest</i>. • Distribute the Finding Themes in <i>The Hope Chest</i> handout to each student. • Give triads these instructions: <ol style="list-style-type: none"> 1. Read the section at the top, “Common Themes in Children’s Literature.” 2. Discuss any stories you have read that may have had one of these themes. • Give students 5 minutes to read and discuss. Cold call a few to share some examples of stories and their theme. Give a few examples of theme from stories read in class. For example: <ul style="list-style-type: none"> * “In the beginning of the year, we read the book <i>Eagle Song</i>. A possible theme for that book is ‘discovering who you are.’” • If necessary, give students a few more examples of themes from books they have read. 	<ul style="list-style-type: none"> • Students may benefit from additional examples of each theme from the novel. Consider having them brainstorm additional examples of each theme from the story. • For students who struggle with determining a theme from the given examples, consider adding a Think-aloud to provide more explicit modeling of determining a theme from the provided examples. • Consider how to best support your class in



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Next, ask students to read along silently as you read Example 1 on the Finding Themes in <i>The Hope Chest</i> handout. Tell them that you would like them to try to identify a theme using the steps on the anchor chart and the examples of theme on their handout.• Give groups a few minutes to agree on a possible theme for Example 1. Cold call a few groups to share their ideas for a theme related to the events listed in this example. Listen for students to identify “treating others with kindness” or a similar theme not listed on the handout.• Explain to students that this is one of the themes that can be found in <i>The Hope Chest</i>, but stories often contain more than one theme.• Tell the class that the next example is a bit more of a challenge. Ask triads to read Example 2 on the handout and discuss a possible theme based on the evidence provided from the text.• Give groups a few minutes to agree on a possible theme for Example 2. Cold call a few groups to share their ideas for a theme related to the events listed in this example. Listen for: “Sometimes it is necessary to break the rules” or a similar theme not listed on the handout.• Ask:<ul style="list-style-type: none">• “Where do you think the author may have gotten the idea to add this theme to the novel?”• Call on a few students and listen for them to connect this idea to their study of Susan B. Anthony and her trial from Unit 1.• Explain that in the suffrage movement, as with most civil rights movements, people sometimes broke unfair rules or laws in order to change them. Tell students that they may see some more examples of this theme in the novel as they read on.• Next, ask triads to read Example 3 on the handout and discuss a possible theme based on the evidence provided from the text.• Cold call a few students to share their thoughts. This final example, related to the theme “resisting stereotypes,” may stump students, especially if they are unfamiliar with the concept of stereotypes.• Prompt students with:<ul style="list-style-type: none">* “What do these characters’ actions all have in common?” Listen for: “They are refusing to do what other people think they should do.”• Point out that all of these characters are expected to say or do certain things because they are part of a certain group. Explain that sometimes people expect someone who is a part of a certain group to be or act a certain way, and this is called a <i>stereotype</i>. Give students these examples:	<ul style="list-style-type: none">• Be sure to solicit quick responses from students about these questions. The purpose of the questions is to make connections with the idea of theme, not to generate substantive content.• Consider adding visuals or graphics to this anchor chart to help students remember or understand the key ideas or directions. Students will be given a handout similar to this anchor chart in the next lesson, when they work to identify the central theme of the novel• Students may benefit from additional examples of each theme from the novel. Consider having them brainstorm



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* “Athletes get bad grades.”* “Mothers don’t have jobs.”* “Girls like pink.”* “Boys like sports.” <ul style="list-style-type: none">• Go on to explain that although stereotypes are sometimes true of some people in a group, they are not true of all members of a group. For example, a few athletes might get bad grades, but that is not true of all athletes.• Tell students that people often resist or reject stereotypes because they find them offensive. They are unique individuals and want to make their own choices and determine their own interests. They don’t want to be expected to do something just because they are a member of a certain group. Some girls would never wear pink, and some boys refuse to play or watch sports.• Tell students that this theme, “resisting stereotypes,” is in <i>The Hope Chest</i> as well. Ask them to take another look at Example 3 and discuss this prompt with their group:<ul style="list-style-type: none">* “How are the characters in this example resisting stereotypes?”• Cold call a few students to share their thoughts. Listen for: “Violet is expected to ‘be seen and not heard’ because she is a girl,” “Chloe is expected to get married and stay at home because she is a woman,” and “Myrtle is expected to be a maid when she grows up because she is black.” Tell students that these are all stereotypes from the time period in which the novel is set, the 1920s.	



Work Time (continued)	Meeting Students' Needs
<p>C. Finding Evidence of the Theme “Resisting Stereotypes” in Chapter 13 (15 minutes)</p> <ul style="list-style-type: none"> • Explain that now that students have practiced identifying themes in the novel, they will look for evidence of a theme in the first few pages of Chapter 13. • Ask students to get out their copy of <i>The Hope Chest</i> by Karen Schwabach. • Explain that you would like them to first listen for gist as you read from Chapter 13. Prepare the class for the events in this chapter by having a short discussion about the discrimination Myrtle faced in Nashville. Explain that this chapter in particular highlights the stereotypes and discrimination that Myrtle faced in the South. Go on to explain that by describing this discrimination and these negative stereotypes so vividly, the author is sending a powerful message about racism during the time period in which the novel is set, before the civil rights movement. • Ask students to read along silently with you and listen for gist. Begin reading on page 154 and stop reading on page 158 after “I agree,’ said Mr. Martin. ‘Don’t be ...” • Ask students to share what the gist of the excerpt was and listen for: “Mr. Martin was taking Myrtle around, looking for a place to eat and a hotel for them to stay, and no one would serve them or let them stay because Myrtle is black.” • Now ask students to listen for evidence of the theme “resisting stereotypes” as you reread page 158. Read from “They walked up Sixth Avenue ...” to “I agree,’ said Mr. Martin. ‘Don’t be” • Distribute some evidence flags to each triad. Ask triads to reread this section of the text, look for evidence of the theme “resisting stereotypes,” and mark it with an evidence flag. • Give students 5 minutes to work with their groups to identify and mark evidence of this theme. • Cold call a few groups to share which line of the text they marked as evidence of the theme “resisting stereotypes.” Listen for students to point out this line of text: “The sign reminded Myrtle of the Girls’ Training Institute, and she felt instantly depressed. ‘I don’t want to ever be anybody’s servant,’ she said.” • Ask students to explain why this is an example of the theme “resisting stereotypes.” Listen for: “The advertisement was a stereotype of blacks being servants, and Myrtle resisted that stereotype by saying she didn’t want to ever be anybody’s servant.” 	<ul style="list-style-type: none"> • To further support students in finding evidence of the complex theme “resisting stereotypes” in this section of the text, you may want to provide a short list of clue words: “won’t,” “don’t,” “refuse,” etc.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none"> • Ask triads to discuss: <ul style="list-style-type: none"> * “Why would the author, Karen Schwabach, want to send messages about resisting kindness, rule breaking, and stereotypes to her reader?” • Give students a few minutes to discuss this question and ask them to share out their thinking. • Review the Theme anchor chart with students and explain that for their homework, they will continue to practice finding evidence of one of the themes identified in class today. • Congratulate students on being such skilled close readers. Explain that determining a theme and finding evidence of a theme are not easy tasks, and over the next several lessons, they will have many opportunities to practice these skills. • For homework, distribute Reader’s Guide for <i>The Hope Chest</i>, Chapter 13: “Dead Horse Alley” and Reader’s Guide for <i>The Hope Chest</i>, Chapter 14: “Max Bloomstein’s Pharmacy.” 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Read the rest of Chapter 13 and all of Chapter 14 of <i>The Hope Chest</i> and complete the Summary Notes and Summary sections of both Reader’s Guides. Reread as you take notes. 	



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Supporting Materials



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Reader’s Guide for *The Hope Chest*, Chapter 12: “Violet Spies”
(Answers, For Teacher Reference)

Historical Background Information	
<p>Ratifying the U.S. Constitution: In this chapter, Miss Lewis explains to Violet part of the process of ratifying an amendment to the U.S. Constitution. At first, the Tennessee legislature tried to vote on this amendment through a joint resolution, meaning that both houses of the legislature (House and Senate) could debate and vote on the amendment at the same time. Since the joint resolution failed, the House and Senate needed to debate and vote separately on the amendment, and a majority of both houses needed to vote yes for the amendment to pass.</p>	
Glossary	Idioms from Chapter 12
theme:	“to think straight” (147): to think clearly about a matter
recurring:	“headstrong” (151): stubborn
bribe (147): an illegal payment made in exchange for performing a favor	“send to the rightabout” (153): to send away
glaring (151): staring at another person in anger	“got the vote” (153): had the legal right to vote in elections
retort (152): to make a clever response to another’s comment	
skeptically (153): with doubt	



Reader’s Guide for *The Hope Chest*, Chapter 12: “Violet Spies”
(Answers, For Teacher Reference)

Summary Notes:	Summary:
Somebody: Violet	<p>Violet is thinking about being a spy for the Suffragists, when she sees Mr. Martin and Myrtle. She takes them to see Chloe at the Tulane Hotel. Chloe and Mr. Martin start to catch up with one another, but the clerk at the hotel tells them to leave because Myrtle is black and there are no “coloreds” allowed at the hotel. Mr. Martin stands up to the clerk, but they are forced to leave. Mr. Martin takes Myrtle to get something to eat, and they go look for a place where they will both be allowed to stay.</p>
In: Tennessee at the Tulane Hotel	
Wanted: to reunite with her friends, Myrtle and Mr. Martin, now that she has located her sister, Chloe	
But: She doesn’t recognize them at first because they are disguised as hoboes.	
So: They go back to the Tulane together, where Chloe and Mr. Martin see each other for the first time in a long while, and the desk clerk makes it clear that Myrtle cannot stay there	
Then: Mr. Martin leaves with Myrtle to find a hotel that takes both white and colored people.	



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



Other Characters' Actions Anchor Chart
(For Teacher Reference)

Bolded type indicates additions made in this lesson. Be sure to save room for additions to Mr. Martin's section of this anchor chart.

Character	Actions that affect others	What does this say about this character?
Mr. Martin	<ol style="list-style-type: none">1. He made Violet send her parents a telegram saying that she was OK (page 78).2. He joined the Children's Crusade (page 81).3. He stands up for Myrtle when she is told to ride in the "colored car" (page 87).	<ol style="list-style-type: none">1. He feels responsible for others.2. He is adventurous and believes that actions make a difference.3. He stands up for what he thinks is right and defends others against injustice.
Miss Dexter	<ol style="list-style-type: none">1. She says segregation is a distraction from women's suffrage (page 98).	<ol style="list-style-type: none">1. She is narrow-minded or prejudiced.
Miss Kelley	<ol style="list-style-type: none">1. She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws (page 111).	<ol style="list-style-type: none">1. She is accepting and willing to work with others for what is right.
Chloe	<ol style="list-style-type: none">1. She took care of sick people (pages 8 and 9).2. She joined the women's suffrage movement (page 45).	<ol style="list-style-type: none">1. She wants to do "something that matters," wants to help others.2. She will fight for what she believes in.



Theme Anchor Chart
(Model, For Teacher Reference)

Teacher Directions:

1. In advance of this lesson, write just the title and the definition of theme.
2. During the lesson, you will co-construct with students the section titled “How do you determine a theme?”

What Is a Theme?

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

How do you determine a theme?

1. Read closely and look for evidence of themes:
 - What is a repeating idea in the story?
 - What message does it send the reader?
2. Check it:
 - Is it a general message about life?
 - Is it a message that other stories could contain?



Finding Themes in *The Hope Chest*

Name: _____

Date: _____

Directions: Examine the common themes below. Determine a possible theme for each of the examples from *The Hope Chest*.

Some Common Themes in Children’s Literature:

<ul style="list-style-type: none"> * Overcoming your fears * Appreciating what you have * The importance of patience 	<ul style="list-style-type: none"> * Accepting differences * Hard work pays off * Making a difference 	<ul style="list-style-type: none"> * Treating others with kindness * Resisting stereotypes 	<ul style="list-style-type: none"> * The importance of being honest * Breaking the rules is sometimes necessary
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Example 1

- * Mr. Martin teaches Chloe to fix her car.
- * Myrtle helps Violet out of the street in New York.
- * Violet buys Myrtle a hot dog.
- * Violet helps up a pregnant woman who falls.

And the theme is _____

Example 2

- * Violet runs away from home to find her sister.
- * Chloe votes when it is against the law and goes to jail.
- * Mr. Martin speaks against the war.
- * Violet visits Myrtle in the “colored car” on the train.

And the theme is _____



Finding Themes in *The Hope Chest*

Example 3

- * Violet disobeys her parents when she finds Chloe's letters.
- * Chloe refuses to marry and uses her hope chest money to buy a car and leave home to become a nurse.
- * Myrtle refuses to be a maid and leaves the Girls' Training Institute.

And the theme is _____

Find additional examples of this theme in pages 154–158 in Chapter 13:



Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"

Name: _____

Date: _____

Historical Background Information

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

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

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



Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"

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



Reader's Guide for *The Hope Chest*, Chapter 13: "Dead Horse Alley"

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



Reader’s Guide for *The Hope Chest*, Chapter 14: “Max Bloomstein’s Pharmacy”

Name: _____

Date: _____

Historical Background Information

- **Sedition Act of 1918:** This law stated that no one could speak out against the government, its flag, or its armed forces—specifically World War I and the United States’ involvement in the war.

Glossary

apologetic (176) – regretful; sorry	“casting a suspicious look” (168): looking at someone or something in a doubtful way
artificial (170) – not real; fake	“blithering idiot” (172): someone who is talking without making any sense
belatedly (173) – late	“causing a scene” (174): making a public disturbance or excited emotional display
conspicuous (172) – easily seen; noticeable	“lapsed into silence” (175): became silent; not talking
deport (169) – kick out of a country	
dissenting (171) – disagreeing with	
fugitive (169) – a person running from the law	
prevent (171) – to stop from happening	
reprovingly (172) – disapprovingly; critically	
sarcastically (169) – making fun of	
valid (171) – accurate; correct	
wretched (171) – miserable; awful	



Reader's Guide for *The Hope Chest*, Chapter 14: "Max Bloomstein's Pharmacy"

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