



EXPEDITIONARY
LEARNING

Grade 4: Module 4: Unit 2: Lesson 10

Writing a Short Essay about Myrtle and Discussing Character Reactions to Jim Crow



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

I can summarize a story, drama, or poem. (RL.4.2)

I can describe a story’s characters, setting, or events using specific details from the text. (RL.4.3)

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

I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)

Supporting Learning Targets

- I can write a focus statement supported by evidence from the text for my essay about Myrtle.
- I can write a short essay that describes the experience of Myrtle’s ride in the “colored car” in *The Hope Chest*.

Ongoing Assessment

- Reader’s Guide for *The Hope Chest*, Chapter 9: “Mr. Martin’s Escape” (from homework)
- Short Essay about the Character Myrtle in *The Hope Chest*
- Text-dependent questions for Brainstorm Carousel



| Agenda | Teaching Notes |
|---|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Learning Targets (2 minutes)B. Sharing Homework and Engaging the Reader (8 minutes)2. Work Time<ol style="list-style-type: none">A. Writing a Focus Statement Supported by Evidence (15 minutes)B. Writing a Short Essay about Myrtle (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Sharing Essays: Back-to-Back and Face-to-Face Protocol (10 minutes)4. Homework<ol style="list-style-type: none">A. Read Chapter 10 and complete notes on the Reader's Guide for <i>The Hope Chest</i>, Chapter 10: "Red and Yellow Roses" to prepare for tomorrow's assessment. | <ul style="list-style-type: none">• In this lesson, students will plan and write their essay, with support, in one sitting. This lesson is designed to build writing stamina so that students are able to write to prompts that require an extended response in a single sitting later in this unit, including the mid-unit assessment. It will also help prepare students for future on-demand assessments that require extended written responses.• In advance: Read carefully the modeling described in Work Time A; review the Back-to-Back and Face-to-Face and Brainstorm Carousel protocols (see Appendix).• Post: Learning targets. |



| Lesson Vocabulary | Materials |
|---|--|
| <p>structure, reacted, introduction, body, conclusion</p> | <ul style="list-style-type: none"> • Reader's Guide for <i>The Hope Chest</i>, Chapter 9: "Mr. Martin's Escape" (Answers, for Teacher Reference). • Equity sticks • Violet's Character anchor chart (begun in Lesson 3) • Other Characters' Actions anchor chart (begun in Lesson 8) • Structure of a Short Essay anchor chart (begun in Lesson 9) • Essay Prompt/Planner (from Lesson 8; one per student and one to display) • Document camera • Reader's Guide for <i>The Hope Chest</i>, Chapter 10: "Red and Yellow Roses" (one per student) |

| Opening | Meeting Students' Needs |
|--|--|
| <p>A. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Ask students to read the learning targets silently as you read them aloud: <ul style="list-style-type: none"> * "I can write a focus statement supported by evidence from the text for my essay about Myrtle." * "I can write a short essay that describes the experience of Myrtle's ride in the 'colored car' in <i>The Hope Chest</i>." * "I can discuss how different characters reacted to Myrtle having to ride in the Jim Crow car." • Tell students that today they will learn how to write a focus statement for their essays, then plan and write their essays about Myrtle. • Ask students to give a thumbs-up, thumbs-sideways, or thumbs-down to check for understanding of the targets, with a thumbs-down for no understanding, thumbs-sideways | <ul style="list-style-type: none"> • If you have a group of students who struggle with writing or planning their writing, consider pulling a small group for additional support for Step 5 on the Essay Prompt/Planner. |



| Opening (continued) | Meeting Students' Needs |
|--|--|
| <p>B. Sharing Homework and Engaging the Reader (8 minutes)</p> <ul style="list-style-type: none"> • Ask students to get out their Reader's Guide for <i>The Hope Chest</i>, Chapter 9: "Mr. Martin's Escape" (from homework). • Tell them that today they will share their homework using the Back-to-Back and Face-to-Face protocol. Review the steps with students, and then start the protocol: <ol style="list-style-type: none"> 1. Stand back-to-back with a partner. Think about what you will share. 2. When the teacher says, "Face-to-Face," turn to face your partner. 3. Pick someone to go first, then take turns sharing. • Once students have shared, use equity sticks to cold call a few to share their summaries. Listen for them to identify each portion of the Somebody Wanted But So Then strategy in their summaries for this chapter. Refer to the Reader's Guide for <i>The Hope Chest</i>, Chapter 9: "Mr. Martin's Escape" (Answers, for Teacher Reference). • Post the Violet's Character anchor chart and Other Characters' Action anchor chart. Ask students for suggested additions to the charts. Be sure the following is added: <ul style="list-style-type: none"> – Violet: <ul style="list-style-type: none"> • Action: "She warns Mr. Martin that there are agents coming to arrest him" (page 103). • What this says about this character: "She trusts her instincts." – Others: Miss Dexter <ul style="list-style-type: none"> • Action: "She says segregation is a distraction from women's suffrage" (page 98). • What this says about her character: "She is narrow-minded or prejudiced." – Others: Miss Kelley <ul style="list-style-type: none"> • Action: "She tells Violet that whites can stand side-by-side with blacks against Jim Crow laws" (page 111). • What this says about her character: "She is accepting and willing to work with others for what is right." • Collect students' summaries from this chapter for a formative assessment of RL.4.2. | <ul style="list-style-type: none"> • Use of protocols (like Back-to-Back and Face-to-Face) allows for total participation of students. It encourages critical thinking, collaboration, and social construction of knowledge. It also helps students practice their speaking and listening skills. |



| Work Time | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Writing a Focus Statement Supported by Evidence (15 minutes)</p> <ul style="list-style-type: none"> • Tell students that today you are going to give them an extended time to write their essays. Explain that being able to sit down for an extended time and write in response to a question is a skill that they will need in school, in college, and as adults in their career. • Post the Structure of a Short Essay anchor chart (from Lesson 9). Review each part of the essay and its purpose. Encourage students to use the colors to help them remember the purpose of each part: The introduction is red because it helps to catch the reader's attention and gives them background information on the topic. The focus statement, the main idea of the essay, is green because it is supported by the evidence in the body (blue and yellow). The conclusion is a synthesis of the evidence in the body paragraph and restates the focus, so it is also green. • Tell students that their next step is to finish planning and then write their essays. On the bottom of the Structure of a Short Essay anchor chart, add and explain these writing tips: <ul style="list-style-type: none"> * "Read the prompt carefully and annotate or rewrite it in your own words. Do you understand the prompt?" * "Check your essay plan against the prompt before you start writing. Did you include everything that the prompt requires?" • Explain that it is very important to understand the prompt thoroughly and to use it to check yourself during the writing process. Remind students that they have already discussed the meaning of the prompt in Lessons 8 and 9, but today they will have a chance to check their planning against the prompt and reread their finished essays and check these against the prompt as well. • Tell students that before they begin, you would like to model how to write a focus statement. • Display Step 4 of the Essay Prompt/Planner using a document camera. Model using a think-aloud to show students how to examine the evidence they have collected to write a focus statement. • Read the evidence you have on your displayed planner and think aloud: <ul style="list-style-type: none"> * "So when I was reading Chapter 8, I noticed that people did a lot of mean things to Myrtle as she walked back to ride in the Jim Crow car." <ul style="list-style-type: none"> • Point out this recorded evidence: Myrtle was laughed at when she fell (page 91), and the conductor shoves Myrtle and she can't open the door and begins to cry (page 92). * "But I also noticed that she was strong, because she did not show people she was angry and she refused to give up hope on being able to vote in the future." <ul style="list-style-type: none"> • Point out this recorded evidence: Myrtle refuses to show people she is angry that they are laughing (page 91), and she tells the old woman she sits next to that she will vote when she grows up (page 97). | |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none"> • Turn your planner over to Step 5 and remind students that the focus statement should answer the prompt: “How did riding in the Jim Crow car affect Myrtle?” <ul style="list-style-type: none"> * “Based on this evidence, I think Myrtle was upset by the experience but was able to remain strong. So I think my focus statement will be: ‘Myrtle was upset by having to ride in the Jim Crow car, but she remained strong anyway.’” • Record this focus statement on your planner. • Show students where they should record the evidence that supports their focus statement in the Body box. • Reread the prompt for students and demonstrate checking your focus statement to see that it fully answers the prompt. • Ask students to restate the steps you took to write your focus statement. • Distribute students’ Essay Prompt/Planner (taken up for assessment in Lesson 9) and ask them to get together with their triads. Give students 5 minutes to write their own focus statements and select the evidence they will use in the body of their essays. • Circulate to support students. It is likely that they will have similar focus statements. This is acceptable and appropriate, as they are basing their work on the model and drawing from the same pool of evidence. On the mid-unit assessment and later in the unit, students will take on more responsibility for creating their focus statements independently. • Ask for a few volunteers to share their focus statements and evidence. Be sure to point out how these examples answer the prompt and are supported by evidence from the text. | |
| <p>B. Writing a Short Essay about Myrtle (25 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will have 30 minutes to plan and write their essays and that they should use the Writing a Short Essay anchor chart to help guide them. • Release students to continue planning and writing their essays independently. • Circulate and support them in checking their plans against the prompt before they begin to write their essays. | |



| Closing and Assessment | Meeting Students' Needs |
|--|-------------------------|
| <p>A. Sharing Essays: Back-to-Back and Face-to-Face Protocol (10 minutes)</p> <ul style="list-style-type: none"> • Gather students for another round of Back-to-Back and Face-to-Face to share their writing. Ask them to bring their finished essay and get back with their partner from the beginning of the lesson. • Once students are back-to-back with their partners, ask them to reread their own essay silently and think about: <ul style="list-style-type: none"> * “Which part of your essay are you most proud of—the introduction, focus statement and evidence, or conclusion? Why?” Give students a few minutes to reread and think about their response. • Next, explain that when you give the signal, they will turn face-to-face to take turns reading their essay to their partners. They should also share which part of the essay they are most proud of and why. • Collect students' essays to give feedback on their focus statements and use of evidence. Students will read this feedback before taking their mid-unit assessment. • Distribute the Reader's Guide for <i>The Hope Chest</i>, Chapter 10: “Red and Yellow Roses” for homework. Explain that this homework will help them to prepare for an on-demand assessment of their ability to infer about characters and events in Chapter 10. Point out that there is no section for a summary statement in this Reader's Guide, because they will write a summary during tomorrow's assessment. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none"> • Read Chapter 10 and complete notes on the Reader's Guide for <i>The Hope Chest</i>, Chapter 10: “Red and Yellow Roses” to prepare for tomorrow's assessment. Reread as you take notes. <p><i>Note: Give feedback to students on their essays from today's lesson. Target your feedback to the focus statement and use of evidence only.</i></p> | |



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Supporting Materials



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Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"
(Answers, For Teacher Reference)

Historical Background Information

- **Palmer Agents:** government agents who later became the Federal Bureau of Investigation, or FBI. These agents investigated and arrested people who were considered traitors for speaking against World War I and the U.S. government.
- **Florence Kelly:** worked to stop child labor, get women the right to vote, and protect the civil rights of African Americans. She was a founder of the National Association for the Advancement of Colored People, or NAACP.
- **NAACP:** The National Association for the Advancement of Colored People was formed in 1909 to help protect the rights of all people and end racial discrimination (treating others unfairly).



Reader’s Guide for *The Hope Chest*, Chapter 9: “Mr. Martin’s Escape”
(Answers, For Teacher Reference)

| Glossary | Figurative and Complex Language: Idioms and Adages |
|--|--|
| conceal (108): synonym: hide antonym: show | “send someone to the rightabout” (100): to turn someone away |
| disadvantages (99): isn’t helpful | “get fresh” (100): to be rude |
| inequality (99): not equal; not the same as | “gentleman friend” (101): boyfriend |
| racialist (98): someone who is a racist or believes that one race is better than others | “beyond the pale (103): unacceptable or improper |
| radicals (110): people in favor of extreme changes in government or society | |
| smitten (100): struck by strong feelings of love | |
| socialist (109): a person who believes that most resources and property should be shared by the community to increase economic equality | |
| traitor (107): a person who is disloyal to or betrays his own country | |
| vacated (102): left empty | |



Reader's Guide for *The Hope Chest*, Chapter 9: "Mr. Martin's Escape"
(Answers, For Teacher Reference)

| Summary Notes: | Summary: |
|---|---|
| Somebody: Violet | <p>Violet is with the rest of the suffragists on a train heading to Nashville, but Myrtle had to ride with the other colored people in the last train car. When Violet got back from taking Myrtle food, there were federal agents in the suffragists' car looking for Mr. Martin. They said he was a Bolshevik and was against the United States. Violet was able to warn him about the agents, so he escaped by jumping off the train. The agents were very angry and told the suffragists that they could get into a lot of trouble for helping him.</p> |
| In: the train heading to Tennessee | |
| Wanted: to bring Myrtle food | |
| But: When she got back to the suffragists' train car, there were federal agents looking for Mr. Martin, saying he was a Bolshevik and against the United States. | |
| So: Violet warned him that they were looking for him so he could jump off the train and get away. | |
| Then: The agents warned the suffragists that they could get in trouble if they protected him. They didn't care. | |



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">1. She stood up to her parents (pages 1–4).2. She made quilt squares for French orphans (pages 9 and 10).3. She ran away from home (pages 18 and 19).4. She gave money to the brakeman to free Myrtle (page 58).5. She holds Myrtle's hand when she is told to ride in the colored car but doesn't say anything (page 87).6. She warns Mr. Martin that there are agents coming to arrest him (page 103). | <ol style="list-style-type: none">1. She is a strong-willed girl.7. She is compassionate and wants to help others.8. She is unhappy enough to leave home and not care that her parents might worry.9. She is generous and protective of her friends.10. She cares for her friends but is used to following the rules.11. She trusts her instincts. |



Others' Character 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. |



Short Essay Prompt/Planner
(For Teacher Reference)

How did riding in the Jim Crow car (“colored car”) affect Myrtle? After reading Chapter 8, write a short essay answering the question above. Use at least two details from the text to support your answer.

Step 1

Read *The Hope Chest*, Chapter 8: “In the Jim Crow Car” and summarize it in your Reader’s Guide.

Step 2

Reread the text and use evidence flags to mark details that describe Myrtle’s thoughts, feelings, or what happened to her as a result of riding in the Jim Crow car.

Step 3

Talk with your reading triad. Share your thoughts on how Myrtle was affected by riding in the Jim Crow car. Share your evidence.

Step 4

Review your evidence flags in Chapter 8 and record four details from the text that describe how Myrtle was affected by riding in the Jim Crow car.

Details:

- 1. Myrtle was laughed at when she fell (page 91).**
- 2. Myrtle refuses to show people she is angry that they are laughing (page 91).**
- 3. The conductor shoves Myrtle and she can’t open the door and begins to cry (page 92).**
- 4. Myrtle tells the old woman she sits next to that she will vote when she grows up (page 97).**



Short Essay Prompt/Planner
(For Teacher Reference)

Step 5 Plan and write your short essay.

| |
|---|
| Introduction should include: |
| <ul style="list-style-type: none">• The chapter number, title of the book, and author:• An explanation of what the Jim Crow car is and why Myrtle had to ride in it: |
| Focus statement: Restate the prompt and provide an answer: <hr/> <hr/> <hr/> |
| Body should include: |
| <ul style="list-style-type: none">• Two or three examples from the text that support your answer. 1. 2. 3. |
| Conclusion should include: |
| <ul style="list-style-type: none">• Summarize your answer to the prompt:• What readers can infer about the type of character Myrtle is: |



Possible Response for the Essay about Myrtle
For Teacher Reference

How did riding in the Jim Crow car affect Myrtle?

In Chapter 8 of *The Hope Chest* by Karen Schwabach, Myrtle is forced to ride in the Jim Crow car. During this time period, blacks were not allowed to ride in other cars. Jim Crow laws said that blacks had to be separate from whites. Myrtle is upset and hurt, but she is able to stay strong through this experience.

For example, when she walks back, she falls and is laughed at by some white people. A conductor also shoves her, and when she can't open a door she starts to cry. But Myrtle acts strong too. She doesn't show that she is upset when people are mean to her, and she even tells the woman she sits next to that she will vote when she grows up.

Having to ride in the Jim Crow car was upsetting to Myrtle, but I think she is strong. And being strong will help her in the future, especially if she is going to fight for the right to vote when she grows up.



Reader's Guide for *The Hope Chest*, Chapter 10: "Red and Yellow Roses"

Name:

Date:

Historical Background Information

- **Streetcars:** electric trams that run on tracks in cities. The most famous streetcars can still be found in New Orleans and San Francisco.
- **Vaudeville:** one of the most popular types of entertainment in North America. It was a variety of entertainment that was popular from the late 1800s to the 1930s. Acts included musicians, dancers, comedians, trained animals, and magicians, to name a few.
- **Confederates:** people who supported the Confederate States of America, the Southern states during the Civil War
- **Seth Walker:** He was speaker of the Tennessee House in 1918 when the vote for ratification of the 19th Amendment was successful.

Glossary

arbitrated (113): judged; decided

mezzanine (125): a low-storied floor in between two full floors of a building, sometimes serving as a balcony

acquaintance (122): awareness; knowledge of

succession (123): sequence

forthright (115):
synonym: direct; outspoken
antonym: sneaky

unscrupulous (124): lacking concern for honesty, fairness, or what's right
synonym: shameless
antonym: honest

ledger (126): a book used to record all of the financial transactions of a business



Reader's Guide for *The Hope Chest*, Chapter 10: "Red and Yellow Roses"

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