Unit 4: Hope in Action
4th Grade ELA

42 Class Meetings

Revised June 2026

Essential Questions

- How can one person's actions create change in a community or society?
- How do characters respond to injustice and inequality?
- How do readers determine themes and support their thinking with evidence from a text?

Enduring Understandings with Unit Goals

EU 1: Individuals can recognize injustice and take action to create positive change.

- Understand how inequality influenced people's lives during the women's suffrage movement.
- Analyze how Violet and other characters respond to unfair treatment.
- Examine how courage and perseverance help people advocate for change.
- Reflect on how individuals today can make a difference in their communities.

EU 2: Authors develop characters through their actions, choices, and responses to challenges.

- Analyze how Violet changes throughout the novel.
- Examine how characters' actions reveal their beliefs and motivations.
- Describe how relationships influence character development.
- Use textual evidence to explain character growth.

EU 3: Readers determine themes by analyzing characters, events, and conflicts throughout a text.

- Identify themes such as equality, courage, family, and perseverance.
- Trace how themes develop across multiple chapters.
- Analyze how specific events contribute to theme development.
- Support interpretations with relevant textual evidence.

Standards

Common Core State Standards:

CCSS.ELA-Literacy.RL.4.1:Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-Literacy.RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-Literacy.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

Unit 4: Hope in Action
4th Grade ELA
42 Class Meetings

Revised June 2026

CCSS.ELA-Literacy.RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
CCSS.ELA-Literacy.RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RI.4.1:Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSS.ELA-Literacy.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CCSS.ELA-Literacy.RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
CCSS.ELA-Literacy.RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
CCSS.ELA-Literacy.RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSS.ELA-Literacy.W.4.2.a: Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSS.ELA-Literacy.W.4.2.b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSS.ELA-Literacy.W.4.2.c: Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
CCSS.ELA-Literacy.W.4.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.
CCSS.ELA-Literacy.W.4.2.e: Provide a concluding statement or section related to the information or explanation presented.
CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
CCSS.ELA-Literacy.W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CCSS.ELA-Literacy.W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
CCSS.ELA-Literacy.W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
CCSS.ELA-Literacy.W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
CCSS.ELA-Literacy.W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Unit 4: Hope in Action
4th Grade ELA
42 Class Meetings

Revised June 2026

CCSS.ELA-Literacy.SL.4.1: Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
CCSS.ELA-Literacy.SL.4.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-Literacy.SL.4.1.b: Follow agreed-upon rules for discussions and carry out assigned roles.
CCSS.ELA-Literacy.SL.4.1.c: Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
CCSS.ELA-Literacy.SL.4.1.d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
CCSS.ELA-Literacy.SL.4.2: Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-Literacy.SL.4.3: Identify the reasons and evidence a speaker provides to support particular points.
CCSS.ELA-Literacy.SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.
Competency 2: Speak to diverse audiences in an accountable manner.
Competency 3: Develop the behaviors needed to interact and contribute with others on a team.
Competency 4: Analyze and solve problems independently and collaboratively.
Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. **Responding to Inequality and Taking Action**
    - Build background knowledge about the women's suffrage movement and the ratification of the 19th Amendment.
    - Explore examples of inequality and activism throughout history.
    - Analyze how characters recognize and respond to injustice.
    - Connect historical events in the novel to real-world movements for change.
2. **Character Development Through Conflict and Choice**
    - Analyze Violet's motivations and growth throughout the story.
    - Examine how challenges shape characters' decisions.
    - Compare and contrast the perspectives of different characters.
    - Use evidence from the text to explain character development.
3. **Determining Theme Through Events and Character Actions**
    - Identify recurring ideas and messages throughout the novel.
    - Summarize important events that contribute to theme development.
    - Analyze how characters' actions support central themes.
    - Write about themes using evidence from the text.

Unit 4: Hope in Action
4th Grade ELA
42 Class Meetings

Revised June 2026

Vocabulary and Key Terms: Women's Suffrage, Suffrage Movement, Voting Rights, Equality, Inequality, Justice, Injustice, Activism, Advocacy, Civil Rights, Citizenship, Democracy, Amendment, Nineteenth Amendment, Ratification, Convention, Campaign, Protest, Reform, Social Change, Historical Fiction, Historical Context, Setting, Character Traits, Character Development, Motivation, Perspective, Point of View, Conflict, Internal Conflict, External Conflict, Theme, Central Message, Evidence, Textual Evidence, Inference, Analysis, Summary, Main Idea, Supporting Details, Compare and Contrast, Firsthand Account, Secondhand Account, Narrator, Dialogue, Plot, Resolution, Challenge, Perseverance, Courage, Determination, Equality Movement, Women's Rights, Tennessee, Election, Legislature, Activist, Opportunity, Responsibility, Community, Leadership, Empathy, Collaboration, Decision-Making, Interpretation, Literary Essay, Claim, Reasoning, Conclusion, Historical Event, Bias, Source, Primary Source, Secondary Source, Influence, Change, Fairness, Discrimination, Rights, Freedom, Voice, Participation, Representation, Civic Engagement, Reformer, Suffragist, Convention Delegate, Social Justice, Historical Perspective, Cause and Effect, Turning Point, Character Response, Author's Purpose, Research, Reflection, Discussion, Collaboration, Evidence-Based Writing, Theme Development, Character Actions, Character Relationships, Historical Significance

Interdisciplinary Connection:
Humanities

Daily Learning Objectives with *TWPS*

Students will be able to…

- Build Background Knowledge About the Suffrage Movement ****
  - *What does equality mean?*
  - *Why is voting important?*
  - *Why did some people have to fight for the right to vote?*
  - *How can people work together to create change?*
- Identify and Analyze Character Traits
  - *Describe Violet's character using details from the text.*
- Identify the impact of point of view in a piece of literature. **
  - *What point of view is this story written from?*
  - *What is the benefit of hearing the story from this point of view?*
- Draw connections between characters and support how that impacts the story.
  - *Why did knitting the blanket squares help Violet understand how Chloe felt about being a public health nurse in New York?*
- Analyze a character's perspective and emotions in the novel, citing evidence from the text. ******
  - *How does Violet feel about Mrs. Renwick?*
  - *Compare and contrast Violet and Myrtle.*
  - *What does Myrtle mean when she says, "Mama didn't mean for me to know my place?"*
  - *On page 111, Miss Kelley tells Violet "You know it's wrong, putting your friend in another train car. When you know right from wrong, don't let anyone tell you differently." What is she trying to tell Violet?*
  - *How does Violet's thinking about the Women's Suffrage Movement change in this chapter? What caused this change?*
  - *Did Chloe react to Violet the way you expected? Why or why not?*
  - *How does Violet show courage throughout her journey?*

- *What challenges does Violet face that make her stronger?*

- Draw connections between real life events and a piece of literature. **
  - *How does the section about Jim Crow Laws help your understanding of chapter 7: Heading to Nashville?*
  - *Is there truth in what Mrs. Merganser said to Myrtle? Explain your reasoning.*
- Compare character perspectives and analyze how different characters may view the same event. **
  - *How do Violet and Myrtle see situations differently?*
  - *Why might characters have different perspectives?*
- Distinguish between firsthand and secondhand accounts of historical events. ***
  - *How does the author's perspective influence the account of what we just read?*
  - *What information is emphasized in this chapter, why do you think the author did that?*
  - *How do different accounts help us understand history?*
- Explain how historical events influence The Hope Chest. ****
  - *What challenges did women face during this time period?*
  - *How does the setting impact the characters?*
  - *Why is understanding history important when reading this novel?*
  - *How do historical events affect individual lives?*
  - *enhance your writing?*
- Investigate how character relationships change through the course of a story and how that impacts a storyline. ***
  - *How does Violet's relationship with Myrtle change over time?*
  - *How does Myrtle change Violet's thinking?*
  - *Which character was the greatest influence on Violet?*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Paragraph frames and sentence starters
- Teacher modeling
- Think-write-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals (Venn Diagrams)
- Small group instruction
- Visual exemplars with teacher and student critiques
- Text and video chunking
- Spiraling back to guiding questions
- Multiple CFUs
- Close reading with text-dependent questions

EL Differentiation Strategies

- Word Banks and Word Walls with visuals
- TWPS (Think, write, pair, share)
- Pre-reading strategies

- Culturally responsive teaching
- Explicit teacher modeling
- Key vocabulary
- Graphic organizers
- Strategic Grouping
- Non-verbal assessments

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Academic Discourse
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework
    - Performance Task -- "Hope Chest Character Diary"
        - Teacher's rubric/scoring guide

SUMMATIVE ASSESSMENTS:

- Quiz: Human Rights, Character Development, Theme (EU1, EU2, and EU3)
- IAB
- Unit Task: "Hope Chest Character Diary" (EU1, EU2 and EU3)

Unit Task

Unit Task Name: "Hope Chest Character Diary"
Description: Upon completing the novel The Hope Chest, students will demonstrate their understanding of character development and the importance of point of view within a novel. Students will choose a character from the novel and write a "firsthand" account of one of the events in the novel in the form of a diary.

Evaluation: Teacher's Scoring Guide

Unit Resources

- The Hope Chest
- Articles from NewsEla
- Student journal and comprehension packet