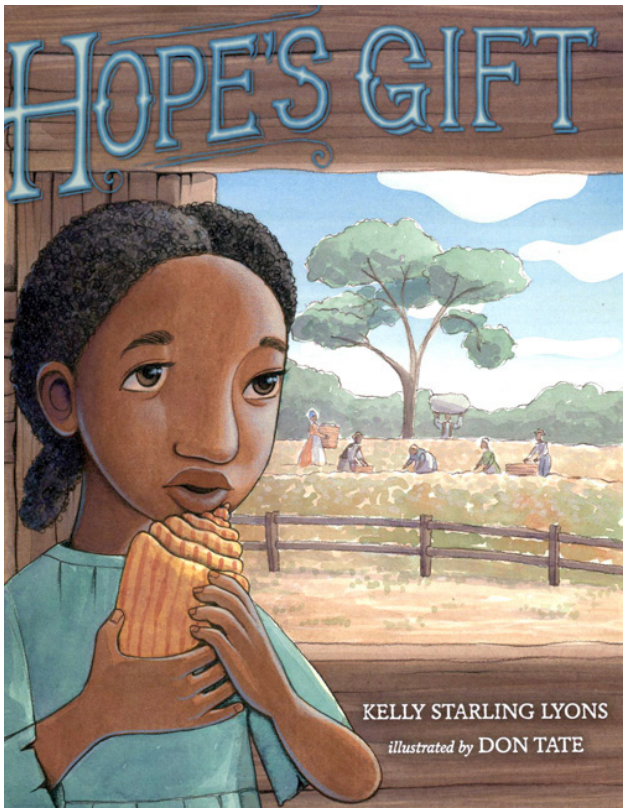
A CCSSI Annotated Discussion and Activity Guide for

HOPE'S GIFT

Written by Kelly Starling Lyons

Illustrated by Don Tate



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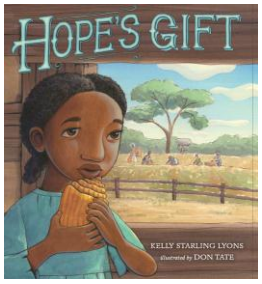

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Activity Guide Annotations for Common Core State Standards for English Language Arts & Literacy

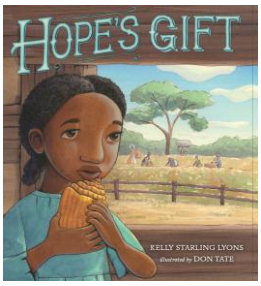
CCSSI Reading Standards for Literature

		Pre-Reading Discussion Questions	Discussion Questions	Time Line	Cloze Reading Activity	Freedom Poem
Key Ideas and Details						
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	✓	✓	✓		
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	✓	✓	✓		
RL.1.1	Ask and answer questions about key details in a text.	✓	✓	✓		
RL.1.3	Describe characters, settings, and major events in a story, using key details.	✓	✓	✓		
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	✓	✓	✓		
RL.2.3	Describe how characters in a story respond to major events and challenges.	✓	✓	✓		
RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓	✓		
RL.3.2	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	✓	✓	✓		
Craft and Structure						
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	✓				
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.					✓
Integration of Knowledge and Ideas						
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	✓	✓			
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	✓	✓	✓		
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	✓	✓	✓		
RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	✓	✓			
Range of Reading and Level of Text Complexity						
RL.K.10	Actively engage in group reading activities with purpose and understanding.	✓	✓		✓	
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	✓				✓

CCSSI Reading Standards: Foundational Skills (K–3)

Phonological Awareness						
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds.			✓	✓	✓
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds.			✓	✓	✓

		Pre-Reading Discussion Questions	Discussion Questions	Time Line	Cloze Reading Activity	Freedom Poem
Phonics and Word Recognition						
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓	✓	✓
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓	✓	✓
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.			✓	✓	✓
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.				✓	
Fluency						
RF.K.4	Read emergent-reader texts with purpose and understanding.	✓			✓	
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	✓			✓	
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓		✓	
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	✓	✓		✓	
Text Types and Purposes						
WS.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	✓	✓		✓	✓
Production and Distribution of Writing						
WS.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	✓	✓		✓	✓
WS.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	✓	✓		✓	✓
WS.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	✓	✓		✓	✓
WS.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	✓	✓		✓	✓
CCSSI Language Standards (K–3)						
Vocabulary Acquisition and Use						
LS.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	✓	✓			✓
LS.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	✓	✓			✓
LS.2.5	Demonstrate understanding of word relationships and nuances in word meanings.	✓	✓			✓
LS.3.5	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓			✓



Pre-Reading Questions

With the book in hand, discuss the following questions with the child.

Observe the front cover:

- Consider the girl holding a conch shell.
    - How does girl feel? How do you know?
    - Look closely at the sleeves of her dress. What do you notice? What do her torn sleeves tell you about this girl?
    - What do think about the shell in her hands? Is it important to her? How do you know?

- Consider the people working outside.
    - Who are they?
    - What are they doing?
    - Is the girl related to them?
    - How do they feel?

- Consider the building where the girl is standing.
    - What kind of a place is this?
    - Is it her home?
    - Why are there no curtains on that window?
    - Why is the wood rugged and unpainted?

- Consider the title of the book – *Hope's Gift*.
    - Who is Hope?
    - What is the gift mentioned in the title?
    - Where do you think she got this shell?
    - Does it belong to her or someone else?

- Consider the two names printed on the lower right.
    - Kelly Starling Lyons is the author of *Hope's Gift*. Do you know what an author does?
    - Don Tate is the illustrator of *Hope's Gift*. Do you know what an illustrator does?
    - Do you think you might like to become an author?
    - Do you think you might like to become an illustrator?

Observe the back cover:

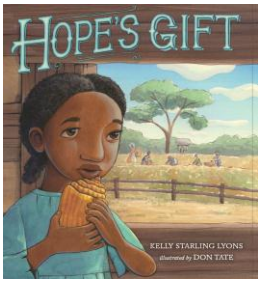
- Consider the girl holding the conch shell.
    - What is she doing?
    - Have you ever held a conch shell to your ear? If so, what did you hear?

    - How does this girl feel?

- Consider the line of people at the bottom of the page.
    - What are they doing?
    - How do they feel?
    - Why do you think they have been illustrated using gray tones?

Read the words written at the top of the page – *A poignant story celebrating the 150th anniversary of the Emancipation Proclamation.*

- What do you think these words mean?
    - Do you know what 'celebrating' means?
    - Do you think the people at the bottom of the page might be celebrating something?
    - If so, could they be celebrating the Emancipation Proclamation?
    - What do you think the Emancipation Proclamation might be?
    - Do you guess that it may be something really good?
    - Something that could make people happy?
    - Something that could make people hopeful?
    - Something that might give people freedom?



Discussion Questions

1. Turn to the page featuring Papa, Hope, and Henry seated together in the cabin. Hope is sitting on Papa's lap. Henry is embracing Papa from behind.
    a. Describe the action taking place in this illustration.
        i. What is the mood?
        ii. How are the children feeling?
        iii. How is Papa feeling?
    b. What is about to take place? What is about to happen?
    c. Why does Papa have to leave?
    d. What song "called out" to Hope?
    e. What does freedom sound like to you?

2. Turn to the page featuring Master and a man standing near Hope's family. There are two wooden cabins in the background.
    a. Describe the action taking place in this picture.
    b. Why is Master so angry?
    c. How do Hope and Henry feel in this illustration?
    d. Who is the man standing near Mama?
    e. What is he holding in his hand?
    f. Look at the expression on Mama's face. How is she feeling?
    g. How does this illustration make you feel?
        i. Worried?
        ii. Frightened?
        iii. Angry?
    h. Why?

3. Turn to the page featuring Hope holding the conch shell to her ear.
    a. What is Hope doing in this picture?
    b. Why are her eyes closed?
    c. What do the curled, transparent lines represent?
    d. What is Hope feeling at this moment?
    e. What is she praying for?
    f. Can the feeling of hope be a gift to people, as well?
        i. Hoping for a better day?
        ii. Hoping that loved ones are safe and cared for?
        iii. Hoping that all people may live in freedom?

4. Turn to the page featuring Hope holding the conch shell to her ear.
    a. Why is the illustration painted in dark tones? What time of day is it?

   b. Why do you think these people are praying during the nighttime, rather than during the day? What have they been doing all day?
   c. Hope asks some important questions in this spread. How would you answer them? She wonders:
      i. If Papa was looking up at the same stars that she was?
      ii. She wonders if he was scared. Do you think he might be?
      iii. She wonders if he is safe. What do you think? Is he?
      iv. She wonders if he could feel his family missing him. Do you think he can feel this?
   d. Do you think he's missing them, too?

5. Turn to the page featuring Master mounted on a horse holding his daughter.
   a. What is happening in this picture?
   b. Where is Master going?
   c. Why is the girl in his arms crying?
   d. Notice the expressions on Hope's, Henry's, Mama's, Ivey's faces, as well as the others' near the horse.
      i. Why do they look sad?
      ii. Will they miss Master when he is gone?
      iii. Or do they feel compassion for Master's family?
   e. Do people of different races feel the same emotions?
      i. Love?
      ii. Hate?
      iii. Joy?
      iv. Happiness?
      v. Hope?

6. Turn to the page featuring Hope with a broad smile on her face and her arms open wide.
   a. Why is Hope happy?
   b. Who kept their promise?
   c. What time of day is it?
   d. What are the people in the background doing?
   e. What does it mean to be as " free as any man"?
   f. Are things now different for Hope's people?
   g. What has changed?

7. Turn to the page featuring Hope running toward Papa. He is wearing a uniform. He is followed by a horse-drawn covered wagon.
   a. What's happening in this picture?
   b. Why is Papa wearing a uniform?
   c. How long has he been gone?
   d. Papa shouts, "We're free!" What does "being free" mean?
   e. Has the gift of hope from freedom come to pass?
   f. How will life improve for Hope and her family, now that they have been freed?
      i. How are things going to be different for them?
      ii. How are things going to be the same?

   g. How do you feel when you consider this illustration?

8. Turn to the page featuring Hope and Henry riding in the covered wagon.
   a. Consider Hope's expression. How is she feeling at this moment?
   b. Where is she going?
   c. Who is seated in the front of the wagon?
   d. Hope says that she is taking one last look at her past. What does she mean by this?
   e. What of the people in the field to the left of the wagon? Have they been freed, yet?
   f. Hope says that the song in heart is making her smile, the conch song of freedom.
      i. How do you feel about Hope and her family becoming free?
      ii. Is your heart smiling, too?

Emancipation Proclamation Timeline

As we left, I took one last look at our past.

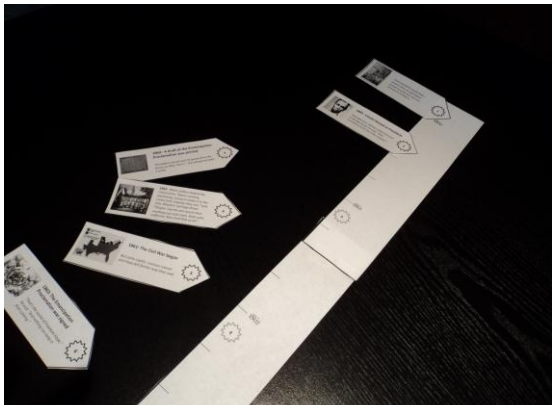
Trace key moments in history as they pertain to the eventual signing of the Emancipation Proclamation through the eyes, ears, and heart of a young girl named Hope.

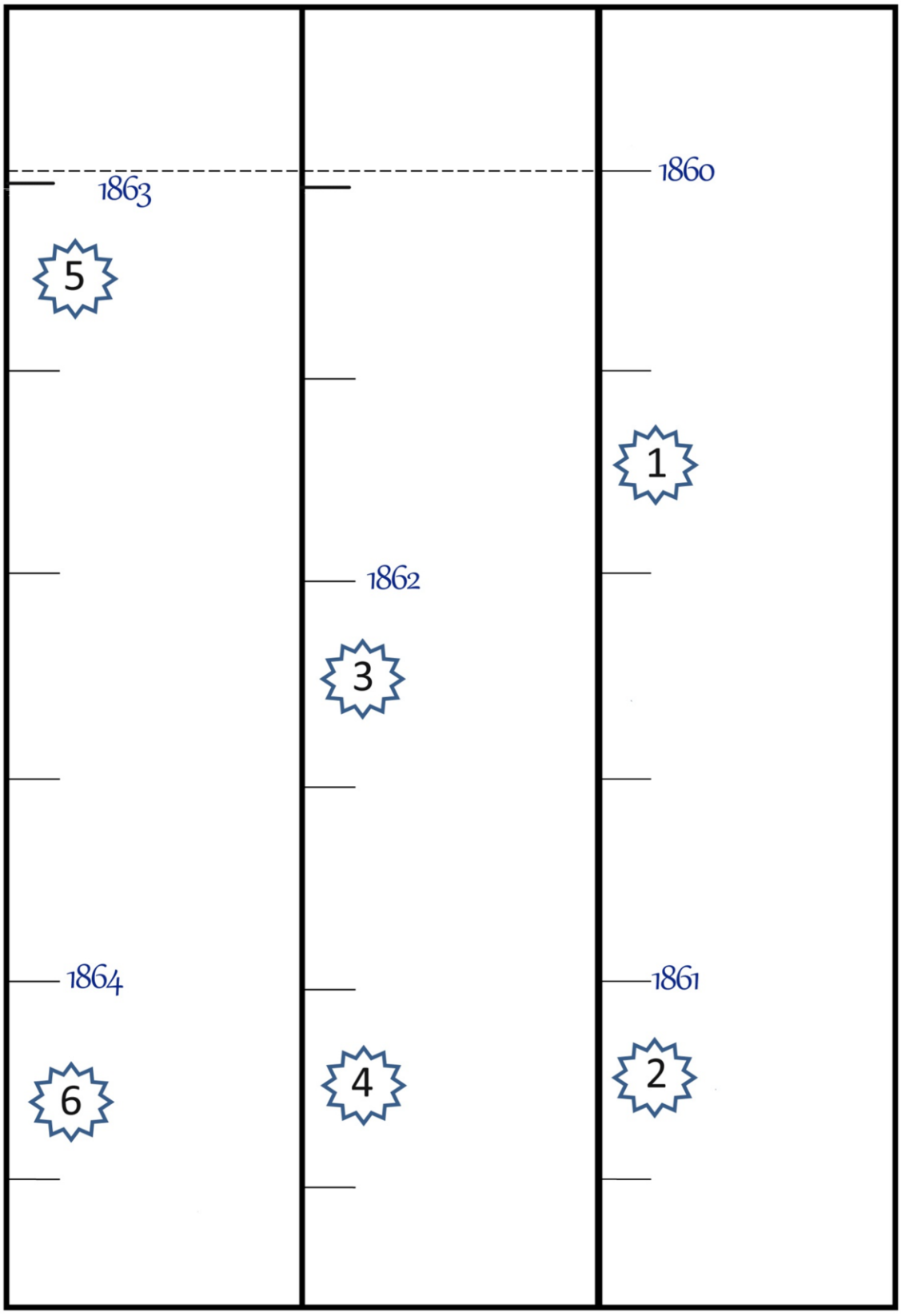
Materials:

- Scissors
- Tape
- Timeline (page 11)
- Event Cards (page 12)
- The book *Hope's Gift*

Procedure:

- Give *Hope's Gift* a close read, including the Author's Note.
- Print Timeline and Event Cards.
- Cut out Timeline strips and Event Cards.
- Overlap Timeline strips using dotted line a guide and tape together (See picture below).
- Lay out Timeline on a flat surface.
- Read Event Cards.
- Note the numbers inside the stars printed on each Event Cards and on the Timeline.
- Match the numbers on Event Cards to the appropriate number on the Timeline (See picture below).
- Flip through the pages of *Hope's Gift* to find the quotes printed on the Event Cards.




1860
1863
5
1
1862
3
1864
1861
6
4
2

1860 - Lincoln Elected as President

1

1861: The Civil War began

"Saying goodbye," he whispered, "is something you never get used to even when you're grown."

2

1862: Some enslaved people escaped to Union lines and helped in many ways including being drummers, spies and scouts.

3

1862: A draft of the Emancipation Proclamation was printed

"President Lincoln say he gonna free the slaves on New Year's," she whispered with a smile.

4

1863: The Emancipation Proclamation was signed

"Today Lincoln gonna set freedom in motion. Won't be long before we free as any man."

5

"That's the sound of freedom, Henry," Hope said. "And nothing can keep it from coming."

6

Lyons, Kelly Starling, and Don Tate. *Hope's Gift*. New York: G.P. Putnam's Sons, 2012.

Now Let Me Fly

"The pat of hands clapping and feet stomping echoed through the woods. Viney started singing "Now Let Me Fly." As I danced and sang along, I thought about Papa coming for us and felt like I had wings."

"Now Let Me Fly" is a Negro spiritual originating during the time of slavery in the mid 1800's.

Click HERE for a YouTube rendition of "Now Let Me Fly", performed by RED with KeShauna Dorsey, Yolanda Williams, and Tamesha Pruett.

For a charming rendition of the spiritual sung by three young children from Atlanta, Georgia click HERE.

The Cloze Word Reading Game

Materials:

- Pages 14, 15, and 16
- Pencil or pen
- Markers or crayons

Procedure:

- Print the lyrics for "Now Let Me Fly" found on pages 14 and 15.
- Watch and listen to the YouTube videos, following along with the printed lyrics printed on page 13. Though some lyrics sung by the young performers may vary, the spirit of the message is timeless.
- In the shadowed box printed below the lyrics on page 14, have the students draw their interpretation of the spiritual.
- Using page 15, ask the students to read the lyrics printed and write the words that are missing on the correct line. They may use the lyrics printed on page 14 as a reference, if need be.
- When complete, check their work on the answer sheet found on page 15.

Lyons, Kelly Starling, and Don Tate. *Hope's Gift*. New York: G.P. Putnam's Sons, 2012.

Now Let Me Fly Lyrics

Way down yonder in the middle of the field,
Angel working at the chariot wheel,
Not so particular 'bout working at the wheel,
Just want to see how the chariot feels

Now let me fly, Now let me fly
Let me fly to Mount Zion, Lord, Lord

Well I got a mother in the promised land
Ain't gonna stop till I shake her hand
Not so particular 'bout shaking her hand
Just wanna get to the promised land

Now let me fly, Now let me fly
Let me fly to Mount Zion, Lord, Lord

I heard such a rumbling in the sky
I thought my Lord was passing by
It was the good old chariot drawing nigh
Oh well it shook the earth swept the sky

Now let me fly, Now let me fly
Let me fly to Mount Zion, Lord, Lord

Now Let Me Fly Lyrics – Cloze Reading Game

Way down yonder in the _____of the field,

_____working at the chariot wheel,

Not so particular 'bout working at the wheel,

Just want to see how the_____feels

Now let me_____, Now let me fly

Let me fly to Mount Zion, _____, Lord

Well I got a mother in the _____ land

Ain't gonna stop till I shake her hand

Not so _____'bout shaking her hand

Just wanna get to the promised land

Now let me fly, Now let me fly

Let me_____to Mount_____, Lord, Lord

I heard such a_____in the sky

I _____my Lord was passing by

It was the good old chariot _____nigh

Oh well it _____the earth swept the sky

Now let me fly, Now let me fly

_____me fly to Mount Zion, Lord, Lord

Lyons, Kelly Starling, and Don Tate. *Hope's Gift*. New York: G.P. Putnam's Sons, 2012.

Now Let Me Fly Lyrics – Cloze Reading Game

Way down yonder in the _____middle_____of the field,

_____Angel_____working at the chariot wheel,

Not so particular 'bout working at the wheel,

Just want to see how the_____chariot_____feels

Now let me_____fly_____, Now let me fly

Let me fly to Mount Zion, _____Lord_____, Lord

Well I got a mother in the _____promised_____ land

Ain't gonna stop till I shake her hand

Not so _____particular_____'bout shaking her hand

Just wanna get to the promised land

Now let me fly, Now let me fly

Let me_____fly_____to Mount_____Zion_____, Lord, Lord

I heard such a_____rumbling_____in the sky

I _____thought_____my Lord was passing by

It was the good old chariot _____drawing_____nigh

Oh well it _____shook_____the earth swept the sky

Now let me fly, Now let me fly

_____Let_____me fly to Mount Zion, Lord, Lord

Lyons, Kelly Starling, and Don Tate. *Hope's Gift*. New York: G.P. Putnam's Sons, 2012.

Word Choice: Freedom!

Objective: To write a free verse poem using a selection of sensory adjectives.

Materials:

- Pencil
- Word warm-up sheet (page 18)
- Poem grid (page 19)
- Markers or crayons

Procedure:

- Discuss the meaning of the word *emancipation*.
- Discuss synonyms of emancipation.
  - Words such as liberate, unbind, release, deliver, free, release, and save
- Discuss the meaning of the word *proclamation.*
- Discuss synonyms of the word proclaim.
  - Words such as announce, shout out, trumpet, call, and sound off
- In short, the Emancipation Proclamation is synonymous with a freedom shout out!
- Now lead the children in a discussion about sensory aspects of the concept of freedom.
  - Describe what freedom looks like.
  - Describe what freedom smells like.
  - Describe what freedom tastes like.
  - Describe what freedom feels like.
  - Describe how freedom makes you feel.
- After a discussion about the sensory aspects of the concept of freedom, direct the child to the Warm-up Sheet on page 18. Brainstorm as many sensory words as possible beneath the categories listed below.
- In the Poem Grid, choose sensory words from the lists created in the Warm-up Sheet and write them in the spaces provided.
- The completed poem will look something like this:

Dog

Slobbery dog
Licking, smiling dog
Stinky, silly, funny dog
Running, sunning, loving, brown dog
My dog

- Illustrate the poem about freedom in the space provided on the Poem Grid.

Taste *Describe how freedom tastes.*	**Smell** *Describe how freedom smells.*	**Touch** *Describe how freedom feels.*	**Hear** *Describe the way freedom sounds.*	**See** *Describe what freedom looks like.*

Lyons, Kelly Starling, and Don Tate. *Hope's Gift*. New York: G.P. Putnam's Sons, 2012.

Freedom!

A poem by _____

Freedom!

_____ *freedom*

_____, _____ *freedom*

_____, _____, _____ *freedom*

_____, _____, _____, _____ *freedom*

_____ *freedom!*

Lyons, Kelly Starling, and Don Tate. *Hope's Gift*. New York: G.P. Putnam's Sons, 2012.

Hope's Sound of Freedom

Papa told Hope to place her ear on the conch shell and that she would hear the sound of freedom. Each and every time she did, Hope heard a magical whooshing sound reminding her of the promise of freedom for her people. This sound kept her hopes alive – hope for her father's return and for emancipation. While Hope clung to the belief that the whooshing sound coming from her shell was the sound of freedom, there is actually a scientific reason for the ocean wave -like sound she heard.

Some people suggest that the whoosh coming from the shell is the sound of blood rushing through the blood vessels in your ear. Some people say that the sound is caused by air moving through the shell. Both of these are suggestions are worth considering, but the most believable notion is one involving what is known as *ambient noise*.

Ambient noise is made of the sounds surrounding us at all times, sounds we aren't even aware were there. And, when you place your ear near the *aperture*, or the opening of the shell, the waves you hear whooshing inside the shell come from the sounds whirring all around you.

Test the ambient noise theory by trying an easy little experiment. Cup your hand over your ear leaving a small space for sound to enter. Now get really still and breathe slowly. Concentrate ad listen carefully. Do you hear a quiet whoosh?

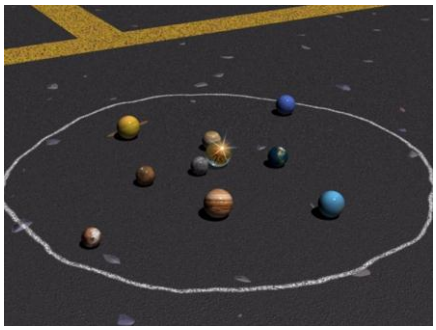
Here's another simple science experiment. Hold a mug to you ear, leaving a space for air and sound to enter. Once again, get really still and breathe slowly. Concentrate and listen carefully. What do you hear? The steady whooshing and swooshing of ocean waves? Ambient noise?

Whatever causes the conch shell's whooshing sound, for Hope the sound represented the song of freedom, and that is all that really matters. Right?

"Nothing can keep freedom from coming," I sang. "Nothing."

Lyons, Kelly Starling, and Don Tate. *Hope's Gift*. New York: G.P. Putnam's Sons, 2012.

Henry's Marbles



Marbles like Henry's can easily be made by rolling bits of clay or wet mud together into balls, then allowing them to dry.

You can also buy inexpensive marbles in just about any store that sell toys. Most of today's marbles are made of glass and come in various sizes and interesting colors.

Chances are that Henry might have played the game of marbles much like the way kids today play the game. It's really easy and lots of fun!

The rules of the game can be as simple or as complicated as you like. The basic premise of the game is to use your thumb as a trigger to shoot a marble, knocking another marble out of a circular boundary.

If you'd like to know more about the great game of marbles, check out the YouTube video and website links posted below.

- How to Play Marbles – YouTube
- How to Play Marbles – Land of Marbles
- Oh, Marbles! The Classic Marbles Game

As you can see, whether you play with clay marbles like Henry's or modern day snazzy cat's eyes shooters, the game is tons of fun. Try it. You'll like it!

Lyons, Kelly Starling, and Don Tate. *Hope's Gift*. New York: G.P. Putnam's Sons, 2012.

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Acknowledgements

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