

***Hope Was Here* by Joan Bauer (Published by Putnam)**

Approved for use in Communication Arts, Grade 7

Summary

Sixteen-year-old Hope and the aunt who has raised her move to Wisconsin; her aunt works as a waitress and cook in a local diner. Hope and her aunt become involved with the diner's owner who also happens to be involved in politics. They work together to get rid of the town's corrupt mayor.

Connection to the Curriculum

Hope Was Here centers on the main character, Hope, who is a hard working teen. It tells a story of a character who struggles with trust and is searching to find her place in the world. The story uses a typical teenager as a main, dynamic character with several minor characters who play an important role in the development of the plot. As the plot unfolds, readers experience timely topics including politics and campaigning.

Standards

Course Objectives (Benchmarks)

Reading: 1.2- The students read fluently. 1.3- The students expand vocabulary. 1.4- The students comprehend a variety of texts.

Literature: 2.1- The students use literary concepts to interpret and respond to text.

Possible Skills Taught (Indicators)

Reading:

1.4.14- The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text.

1.4.15- The student uses information from the text to make inferences and draw conclusions.

Literature:

2.1.1- The student describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.

2.1.2- The student identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).

2.1.3- The student identifies major and minor elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to another.

2.1.4- The student understands aspects of theme (e.g. moral, lesson, meaning, message, author's ideas about the subject) and supports with implicit/explicit information from the text.

2.1.5- The student identifies the use of literary devices (e.g., foreshadowing, flashback, figurative language, irony, metaphor, tone/mood, symbolism).

A Note on the Text

(The best way to evaluate and understand a novel is to personally read the book in its entirety.)

This novel deals with the topic of politics and also includes a character facing cancer.

Additional Unit Design Connections

Coming soon:

To be completed during future curriculum development activities