



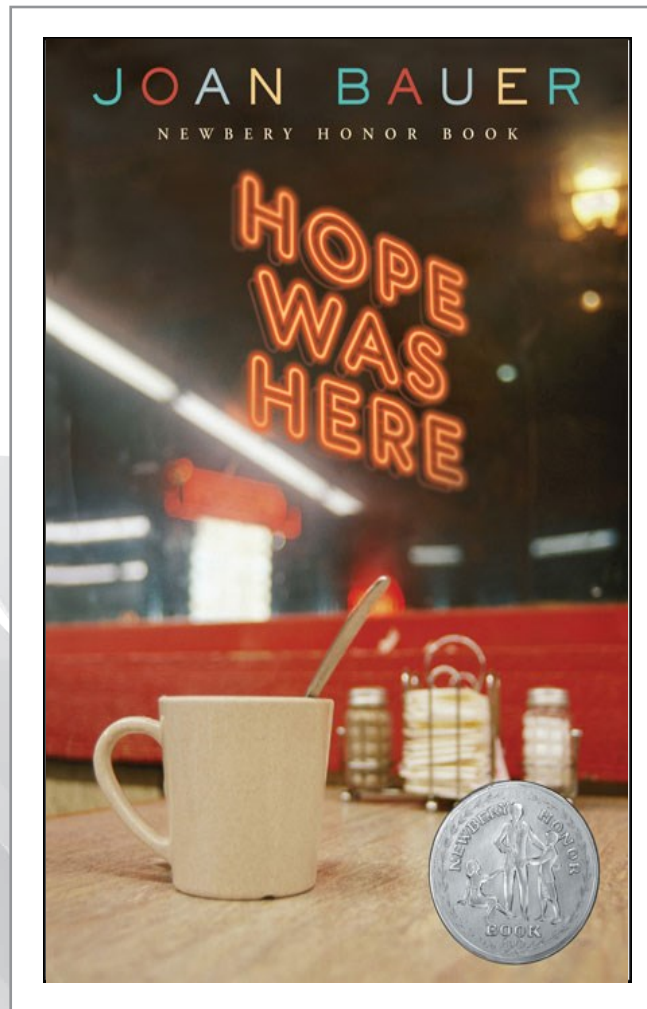
TEACHER GUIDE

GRADES 6-8

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Hope Was Here

Joan Bauer



READ, WRITE, THINK, DISCUSS AND CONNECT

Hope Was Here

Joan Bauer

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Skills and Strategies

Thinking

Identifying attributes, research, compare/contrast, pros/cons, brainstorming, problem solving, creative thinking, critical thinking

Comprehension

Predicting, sequencing, foreshadowing, cause and effect, inference, summarization, anticipating

Listening/Speaking

Dramatizing, interviewing, discussion, oral reports, videotaping, recording, music

Literary Elements

Literary analysis, story mapping, plot development, setting, characterization

Writing

Character journal, personal writing, creative writing, headlines, directions, slogans, free verse poem, acrostic poem, brochures

Vocabulary

Charades, word maps, synonyms, antonyms, definitions, parts of speech, context clues

Across the Curriculum

Social Studies—maps;
Science—health, cooking;
Math—graphing; Art—
drawing, design and color,
poetry, puppet making,
mobiles, advertisements,
comic strips, posters,
illustrations; Computer—
Internet research, Web page
design

Summary

Hope Was Here tells the story of Hope, a teenage girl who lives with her aunt and rarely sees her mother. Hope and her aunt, Addie, travel to various diners offering their best food and service. As Hope and Addie depart New York for a rural town in Wisconsin, Hope regrets leaving the excitement of the big city. Addie and Hope find love, family, political corruption, and the will to trust again as they help G.T. Stoop, a leukemia patient, win the mayoral race in Mulhoney.

About the Author

Joan Bauer lives in Darien, Connecticut with her family. She has written many award-winning books for young adults. These books include: *Squashed*, *Thwonk*, *Backwater*, and *Rules of the Road*. Her honors include: *L.A. Times* Book Prize, The Golden Kite Award, ALA Best Book for Young Adults, and an American Bookseller Pick of the List.

Introductory Activities

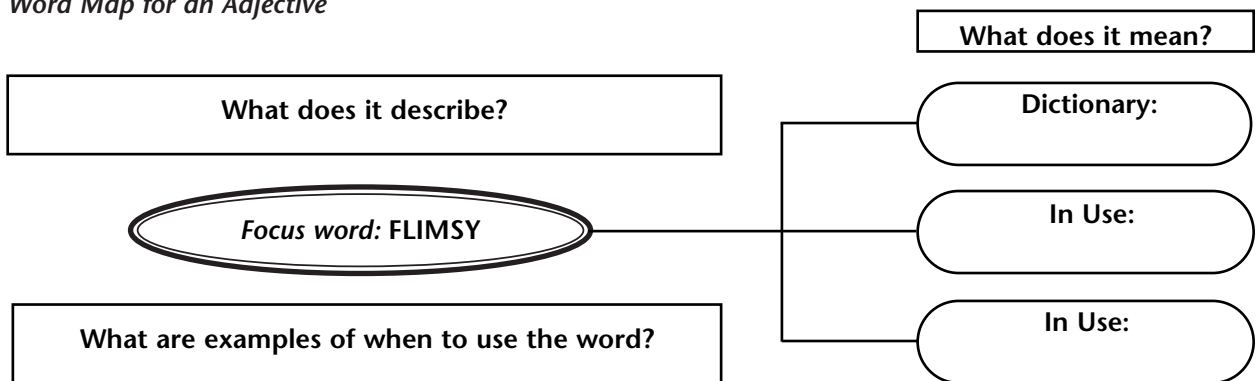
1. **Previewing the Book:** Have students look at the cover and answer the journalist's questions about what they see: Who? What? When? Where? and Why? Based on their answers, students predict what the book will be about.
2. **Predict:** Given the following clues, students write a paragraph predicting what they think will happen in the story.
diner family corruption trust waitress father
3. **Character Journal:** List the main characters from *Hope Was Here* and have students choose one. As they read the book, students write regular entries from that character's point of view. Journal entries should reflect on the events of the story. At various points in their reading, have students share their journals with classmates.
4. **Attribute Web:** Create an attribute web (pages 8-10 of this guide) with students for each of the following ideas: mother, cook, leukemia, love, and father. Ask students to brainstorm what each word brings to mind. Encourage students to elaborate on particular ideas.
5. **Prediction Chart:** Have students set up a prediction chart (pages 6-7 of this guide) to use as they read the book.
6. **Anticipation Questions:** Have students respond to each of the following statements with a "thumbs up" (I agree) or a "thumbs down" (I disagree) and discuss their responses.
 - Mothers and fathers should be responsible and take care of their own children.
 - Being a waitress is not a very satisfying job.
 - Friends should help and support each other.

- Children need to live in a loving and caring home.
- All politicians are honest.
- Whatever your job, you should perform it with honor, trust, and integrity.

Vocabulary Activities

1. Target Word Charades: Have students act out some of the vocabulary words and have classmates guess the target word. Some suggested words for *Hope Was Here*: puny (17), plodded (50), boisterous (73), calligraphy (89), squirmed (112), nauseous (137), sashay (144), slogged (154), and vengeance (177).
2. Target Word Maps: Have students complete word maps for vocabulary words of a certain part of speech. For example, adjectives from *Hope Was Here* would include: dilapidated (14), mediocre (29), shrewd (45), boisterous (73), folksy (84), sympathetic (102), distinctive (133), flimsy (143), and grueling (159).

Word Map for an Adjective



3. Sentences: Have students select five or six vocabulary words and use as many of the words as possible in one sentence.
4. Synonym Match: Have students select vocabulary words from a chapter and list one synonym for each vocabulary word on a small piece of paper. Students mix the pieces of paper and match each synonym to the appropriate vocabulary word.
5. Vocabulary Sort: Have the students sort vocabulary words into categories (e.g., nouns, verbs, and adjectives/adverbs).
6. Odd One Out: Use vocabulary words from one or two chapters. Have the students make a chain of four words. One word in the chain is the vocabulary word, two words are synonyms for the vocabulary word, and one word does not go with the others. (Mix the sequence of the words in the chain.) Students should exchange their chains, underline the word that does not belong with the others, and explain why it does not belong.

Chapters 1 and 2, pages 1-16

Vocabulary

salivating (1)	turmoil (2)	reverence (2)	significant (3)
defaced (3)	hilt (4)	diagnosed (4)	faux (5)
constants (6)	lactose (7)	flank (8)	lug (8)
prism (10)	mocha (10)	sushi (11)	hodgepodge (14)
revved (14)	dilapidated (14)	relic (14)	animation (16)

Discussion Questions

1. Why was Bambi Barnes fired from the Rainbow Diner? *(She spilled soup on a customer and could not stop crying.)*
2. What effect did Bambi Barnes' dismissal have on Hope? *(Hope was given an opportunity to be a waitress.)*
3. How do you think Hope feels about being a waitress? *(Answers will vary.)*
4. Why do Addie and Hope close the Blue Box diner? *(Addie's partner, Gleason Beal, stole all of the money from the business and ran off with a waitress. When the furnace and roof gave out, Addie had to close the business.)*
5. Why does Hope consider Gleason Beal to be the "Slime Scourge of the Earth"? *(He stole all the money from the business causing it to go under and forcing Hope to leave the best waitressing job she ever had.)*
6. What does Hope mean when she reflects that, "Bill collectors are like cheap tippers..." (p. 3)? *(They always leave bad feelings behind.)*
7. What does Hope think is one of the reasons people ordered her Keep Hoping sandwich so fervently? *(Hope is something that everyone needs.)*
8. Why does Hope always write, "Hope Was Here" when she leaves a place? *(She writes it to make the statement that she'd been there and made an impact. It's one of the ways she says goodbye to a place.)*
9. Why isn't Hope happy about going to work at the restaurant in Mulhoney, Wisconsin? *(Working for a dying man does not seem like a good career move to Hope. She also has to leave right before the end of her sophomore year in school. She hates leaving places she loves.)*
10. Why do you think Miriam Lahey gives Hope a "New York Forever" T-shirt? *(Answers will vary.)*
11. Why does Hope live with Addie and not her mother? *(Hope's mother did not want the responsibility of a baby.)*
12. Explain how Addie has been Hope's "number-one constant." *(Addie stood by Hope when she was in the hospital and the doctors said she would not live. She has taken care of Hope ever since.)*

-
13. Why did Hope choose that particular name? (*She thinks hope is just about the best thing a person can have.*)
 14. What does Hope mean when she calls Wisconsin the “land of lactose”? (*Wisconsin is known for its cheese.*)
 15. Why does Hope keep scrapbooks? (*in case her father shows up and asks her what she’s been up to*)
 16. What do you think Harrison means when he says that “motherhood should be like driving a car—you should have to pass a test before you get to do it legally” (p. 10)? (*Answers will vary.*)
 17. How does Hope determine people’s food sophistication? (*by whether or not they have ever eaten sushi*)
 18. Why did Hope hide from Addie before they left Atlanta? Why did she suddenly decide to come out of hiding? (*Hope was angry about leaving Atlanta and did not want to leave. She suddenly became fearful that Addie would leave without her.*)
 19. What do you think Addie meant when she told Hope that she needs Hope as much as Hope needs her? (*Answers will vary.*)
 20. How did being assertive help Hope make friends while in Pensacola, Florida? (*She stood on the basketball court and asked if anyone wanted to be her friend. Two people came forward.*)
 21. According to G.T. Stoop, what do the stairways at the front of his restaurant symbolize? (*The stairways symbolize Quaker faith and hospitality—constant reminders that all guests are to be welcomed from whichever way they come. They also symbolize how we must greet the changes and difficulties life may bring with firm faith in God.*)
 22. Why do Addie and Hope sit in the parking lot observing the customers before going into the Welcome Stairways restaurant? (*They want to observe the customers to size up the situation.*)
 23. Why does Addie think that not talking after a meal is a serious sign? (*If the food is nourishing, it opens people’s personalities to the experience.*)
 24. What does Addie mean when she says, “Lord in heaven, I’ve got my work cut out for me here” (p. 16)? (*Answers will vary.*)
 25. **Prediction:** How will Hope and Addie settle in at the Welcome Stairways and in Mulhoney?

Supplementary Activities

1. Research: Have students research labor laws. What is the youngest age a person can legally work? How many hours per day is a fourteen-year-old allowed to work? Does this change once a person turns sixteen? What is the minimum hourly wage? Does the minimum wage differ for waitresses? What percentage of tips is taxed?
2. Critical Thinking: Have students answer the following questions: Should you tip a waitress if s/he provides poor service? Why or why not? What is an appropriate tip for good service? What is the minimum amount you should leave for a tip?