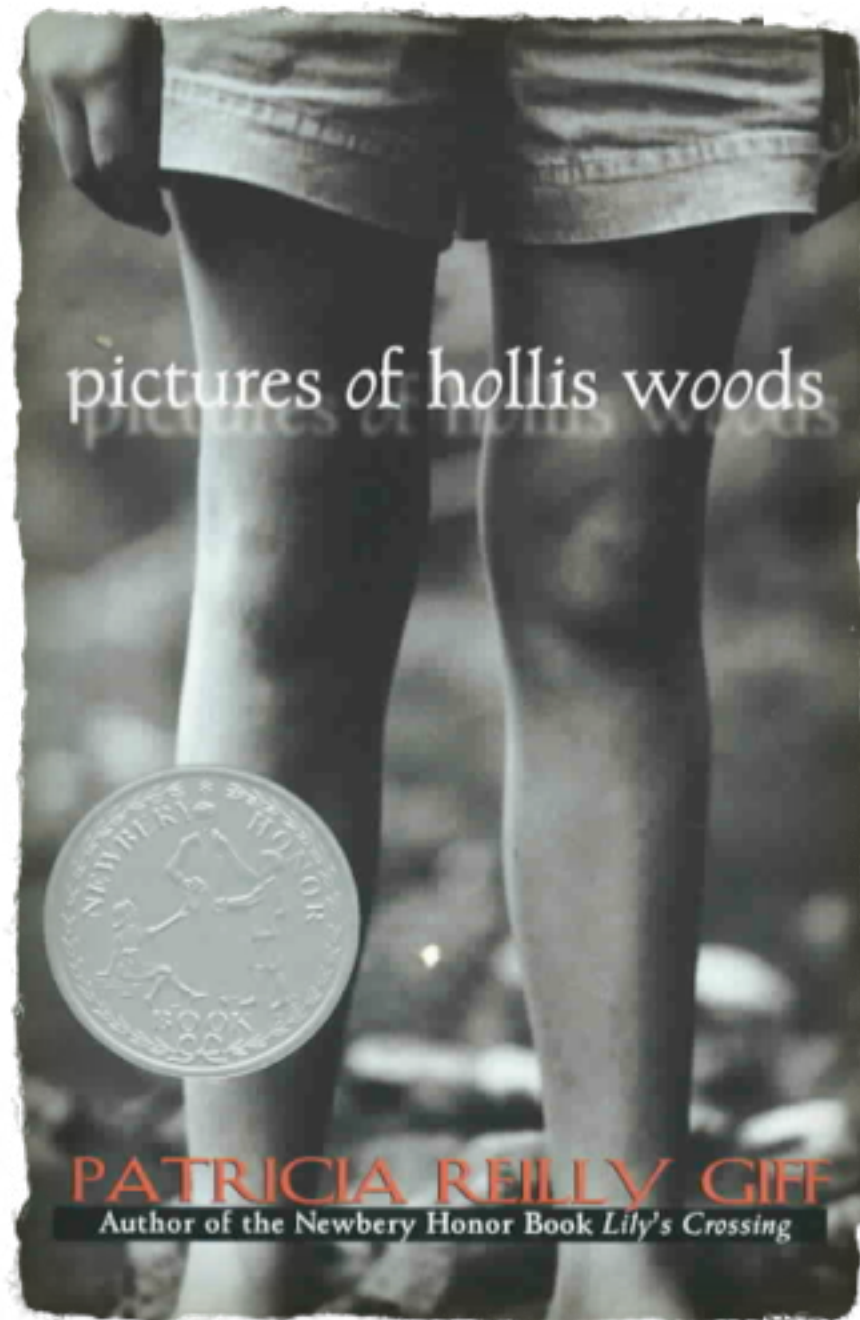


## Pictures of Hollis Woods: Thematic Book Unit



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Novel Resource Guide

## Backward's Map

**Long Range Goals AND Assessments: What will students know, value, or be able to do after I teach? How will I know if they've accomplished this?**

Students will be able to evaluate how the narrator of Patricia Giff's *Pictures of Hollis Woods* is controlled by her environment. The active reader will know basic plot points of the novel. Students should differentiate between past and present. They should interpret Hollis' emotions and analyze her character's development in the novel. They will explore the different conflicts Hollis faces and will differentiate between wants and needs. Students will be required to complete an open-note test and completion of a creative project with a presentation.

### **Big Ideas:**

- **Belonging:** Throughout the book Hollis runs away from trouble. She has gone through several foster care homes in search for a family. What is really missing from Hollis' life is a sense of belonging and the true feeling of love. What is the difference between wants and needs? How do you feel a sense of belonging in your life? How does Hollis find belonging?
- **Conflict:** Hollis is faced with several conflicts that she must deal with. Many times she takes the easy way out and decides to escape her conflicts by running away. She runs away from her first feelings of belonging because she believed "I messed up the family" (158). How does conflict harm Hollis? What is the difference between being tough and being a trouble maker? How are all three types of conflict (man v. himself, man v. man, and man v. nature) used in the book? How does Hollis deal with the conflicts she faces?
- **Reality v. Imagination:** The internal thoughts of Hollis are exposed in the novel. The book often shifts from the present time to the past. Hollis also creates a voice in her head (Steven). She uses her imagination to guide her choices. How does the book come together as one cohesive piece? How does this literary technique give us a big picture view? How does Giff organize these changes in time in a way that is understandable? How does the imaginary voice of Steven help Hollis? How does this foreshadow what will come in the book?
- **Art/Drawing:** Hollis is known for her outstanding artistic skills. How does art become an outlet for her? How does she use art in her life? What does her art say about her? How does Giff use art as a form of narration in the novel?

## **Enduring Understandings:**

Students should have an understanding of how to deal with conflict after reading *Pictures of Hollis Woods*. They will understand that there are different ways to deal with conflict but usually it is important to rely on the help of others. Students will also know what belonging means and will be able to identify places of belonging in their lives. Students will appreciate the values of family and belonging after reading this novel.

## **Essential Questions:**

- Who are the characters? How are they related?
- How do the characters harm/help each other?
- What motivates the characters actions?
- How does the point of view or narration skew our understanding of certain characters or situations?
- Why is Hollis in search of belonging?
- Determine the characters personality traits.

## **Student Activities:**

1. Reading Journals: Students will keep a booklet of annotations as they read the novel. They can use these notes on the test. The more detailed their notes the more information they will have for their test. The suggested organization of these notes will be in two columns to separate the past from the present.
2. Theme Notebooks: Students will create a notebook that focuses on one theme. This notebook will be complete with 5-7 outside sources that relate to theme from the novel. Students will answer five questions about every source.
3. Trading Card: Students will create a trading card that compares a character from *Picture of Hollis Woods* to a person (famous or personally connected). These cards will highlight character traits and motivations.
4. Book Clubs: Students will be assigned to groups of 3-4 and will be expected to meet in class to discuss the novel. Guide topics will be provided. The book clubs will work together on certain assignments.
5. Creative Project: Students will have several options to complete for their creative project. Students can draw an illustration or life graph or can choose to write a letter or poem. These projects will be presented in front of the class.
6. Open-note Test: By the end of the novel students will use their annotations to answer formal assessment questions. There will be a variety of questions including an essay question asking: How does the W picture from first grade stick with Hollis

## Book Synopsis

Patricia Giff's *Pictures of Hollis Woods* tells the story of a young orphan named Hollis Woods whose ultimate dream is to find a family. Hollis has bounced from foster home to foster home because she has become very guarded and rebellious. The foster care agency considers Hollis to be a "mountain of trouble" (Giff 14). Hollis has a passion for art and drawing and is considered to be very good at what she does. The story begins when Hollis draws a picture of a family for the 'W' of her school alphabet project. She says it stands for, "W for wish, or W for want, or W for 'Wouldn't it be lovely'" (1). It is clear Hollis is searching for belonging from the novel's opening.

The story often shifts from past to present and may be hard for students to follow at times. Giff uses italicized words to represent flash backs from Hollis time spent with the Regan family. The Regan's welcomed Hollis and considered her to be a part of their family. Hollis Woods will never forget the memories she made with her brother Stephen or how much she loved living in the wilderness. She had a close relationship with Stephen which is evident through all the memories she refers to in the story. She even says, "For the first time I really saw what it might be like to have a brother" (17). Despite her close relationship with the Regan's Hollis was frightened that she would mess up their family.

She thought she was the reason the Old Man and Stephen fought so much. After a tragic accident, Hollis felt horribly saying "I'd messed up the whole family" (136). So once again Hollis ran away and this time she would never forget the family she left behind. She even creates an imaginary conversation with Stephen in her head throughout the novel.

Her current placement is with an older senile artist named Josie. Josie and her sister Beatrice really care about Hollis. Hollis had to care for herself and sometimes even had to assist Josie because of her declining health. Josie teaches Hollis about friendship and love as they grow to become dependent on each other. The social agency warned that Hollis had to leave Josie because she was not a capable parent. Hollis planned to escape again, this time bringing Josie along with her. Hollis felt very conflicted saying "I couldn't leave Josie. I couldn't stay. It was a puzzle" (74). Where will they go? Will they be able to escape from the foster care agency? The book discusses their journey together and how they end up reliving Hollis' past.

## Rationale

I chose *Pictures of Hollis Woods* because it is an adventure packed story of a young girl who searches for a home where she belongs. Students will learn about the difference between being wanted and being needed by others. Hollis Woods is in search of a place where she is needed and it is clear throughout the novel that she needs the Regan's as a part of her life. Students will be able to explore how friendship and family are important. This book empowers students to think about meaningful relationships in their own lives.

It would be important to talk about how Patricia Giff shifts time periods in the book from chapter to chapter and how she uses italicized words and Hollis' art to represent things that happened in her past. The literary techniques like symbols and foreshadowing in the book should be a focus for students. We will also discuss Hollis' development as a character in the novel. She starts off very self-conscious, fearful, and rebellious but by the end of the novel Hollis becomes more confident, powerful, and accepting. We will explore how and why her character develops and how she achieves her goals.

I think this book is perfect for a Middle School English classroom because students in this age group are searching for belonging themselves. Hollis Woods is an easily relatable character for students. Patricia Giff writes the book in a way that allows art to become symbolic of Hollis' past. Students will be able to make predictions and discuss the novel together. Students will explore how setting, people, art, and the past effect Hollis' life and her decisions. Character motivation and development will be a major focus of our study of *Pictures of Hollis Woods*.

## Background Knowledge

What do students need to know? What background content would be helpful to understand Pictures of Hollis Woods?

### Foster Care:

Students will need to understand what foster care is and how it affects children. We will discuss foster care in depth prior to reading the novel. Students will discuss why foster care could be a difficult thing for children to deal with. We will explore what it feels like to be abandoned.

### The Delaware River:

We will discuss a little bit about the setting of Pictures of Hollis Woods. Students will get an idea of where the Regan's live and how that is different from where Josie lives. We will compare the two settings side by side as we read the novel. We will also talk about how the Delaware River is important to the story. There are certain memories or places become a part of us. I will challenge students to consider a place that is a part of them or that they will never forget.

### Dementia:

Josie, a major character in the novel, suffers from dementia. Students will need to understand what dementia is and people are affected by it. This will help students have a better understanding of Josie's downfall.

### Art influence:

Hollis depicts her past throughout drawings. The class will do some research about how art affects literature. We will discuss why we think that Hollis does this and we will explore the different meanings behind the pictures. We will keep track and summarize all the pictures while reading.

### Family:

We will discuss in depth the importance of family. Students will define what they think family means. Students will have an opportunity to share how their families are unique so we can see that everybody's family is different.

## Writing, Grammar, and Vocabulary Integration

### Writing Process:

This story will teach students a lot about the writing process. Giff writes this novel in an interesting way that allows the past and the present to come together. She incorporates many flashbacks that are tied to pictures. This will challenge students to write about something based on a picture. Students will create illustrations for their work and will write about how Giff shows Hollis' character development. Students will keep a journal of notes and will write a formal reflection for their own writing development.

### Grammar Integration:

I will incorporate grammar instruction into the story by incorporating several writing assignments in the unit. Students will be expected to use proper grammar when writing their own stories. Also, students are required to complete a reflection at the end of the novel where they will write about their creative projects. Part of the student assessment will be based on grammar.

### Vocabulary Integration:

Prior to reading the novel we will talk about a few words that I have identified as struggle words. Some words I have identified are perspective(44), composition (44), deceptive (121) , pewter (118), and incorrigible (124). We can do a block party activity to understand these words. Students will also discover other vocabulary words they do not know the meaning of! They are to write down any terms they do not know so that we can discuss them as a class. I will look for these struggle words in the students reading journals.

## Themes

### Abandonment:

How has Hollis experienced abandonment in her life? Are there times when you have felt abandoned? This feeling of abandonment is very difficult for people. Nobody in the world deserves to feel abandoned. Hollis was abandoned at birth and has been through several different foster care homes. They consider Hollis to be a 'mountain of trouble.' Hollis really has become strong because of what she has experienced. What contributes to Hollis' strength? Where do we see her being strong in the novel?

### Hope:

Hollis constantly discusses her past life in the book. She focused particularly on the Regan family. There is a sense of hope with the Regan's because she felt their home was a place where she belonged. She uses her pictures to depict the times she spent with the Regan's. How does Hollis have hope for a successful future? How does the novel's ending provide hope?

### Self-Identity:

Hollis has trouble seeing her worth. She does not think she deserves to have a family because she struggles with her self-identity. She is often self-conscious and rebellious. Others often see her in a much more positive way than she views herself.

### Art:

Hollis builds relationships with other people because of her art. This particularly happens with Josie and Beatrice. How does art influence Hollis' character? What does it do for her? Art creates a way for Hollis to escape the tragic things that happen to her.

### Belonging:

Pictures of Hollis Woods is focused around Hollis' search for belonging in a family. Her belonging becomes a need for her. She constantly is fighting for the people who support her. How do we know that Hollis really wishes to belong with the Regan family? How does Hollis feel about school?

### Friendship:

Hollis meets her first real friend in Stephen. She is consistently thinking about him in the novel and even talks to him as if he is an imaginary voice inside her head. Their friendship is something that Hollis values very much. She also grows a close friendship with her foster care parent Josie. Josie and Hollis rely on each other to survive. They spend a lot of time together and grow loyal. Why is it so difficult for Hollis to make friends? How does Hollis maintain her friendships in the novel?

## Related Materials

1.

**Title:** Wizard of Oz:

**Author:** L. Frank Baum

**Summary:** One of the most famous fairy tales in America. Dorothy has been forced to leave her home because of a cyclone. The story is about Dorothy seeking to return to her home. She faces several hardships along the way!

2.

**Title:** Journey

**Author:** Patricia MacLachlan

**Summary:** Journey is a story about a young boy whose mother abandons him and his sister. He spends all of his time trying to find clues about why his mother decided to leave them. He uses photographs to look for answers and reflects on better times. Despite his mother's choice to leave the family they can still be a family.

3.

**Title:** Milweed

**Author:** Jerry Spinnelli

**Summary:** This Holocaust novel is about a young boy who does not have a complete identity. The orphan boy finally takes on the name Misha Pilsudski. He meets a friend Janina and decides to travel with her family to Warsaw. They decide to stay in Poland together but are separated in the story. He spends years on a farm and then decides to travel to America. He will never forget Janina and is left to wonder what happened to her.

4.

**Title:** Hoot

**Author:** Carl Hiaasen

**Summary:** Roy Eberhardt wants to save the burrowing owls in his area by putting an end to the construction in their habitat. He becomes a very mature man as he argues for what he believes in. He makes a lot of friends along the way who agree with him. The kids at his middle school stand up for the owls against Mother Paula's Pancake House. Roy stops the construction companies and saves the owls in the end. Throughout the story we see Roy's development.

5.

**Title:** A Forest of Doors: An Orphan's Quest

**Author:** L.A. Muse

**Summary:** This book is also about a young child who is an orphan and has no one to call family. Her parents had drug addictions but she still dreams of being reunited with her parents and her siblings. She goes looking for her family and learns a lot about herself along the way. This is a true story about a child that L.A. Muse worked with because she is a Court Appointed Special Advocate for children.

6.

**Title:** Your World

**Author:** Georgia Douglas Johnson

**Summary:** This is a poem by Johnson about a bird who learned to discover new places. This bird can be easily compared to Hollis. She doesn't allow herself to experience the world because she is in foster care and doesn't have a true family. However, by the end of the novel she discovers that she can find a family that truly loves and appreciates her. The poem mirrors Hollis' character development in the novel.

# Student Reading Activities

## Pre-Reading Activities:

### 1.Theme Spotlight (Framing the Text)

This activity will be used to frame the text for Picture of Hollis Woods. Students will explore the theme of family. They will have a chance to explore what family means to them. I will help students think about what contributes to the sense of belonging we feel with our family.

First the students will have time to free write answering the questions: “What does family mean to you? What do you value most about your family?”

The students will be given a handout that challenges them to rank the most important things about family to them. Students will have to decide what is most valuable to them. Students will think about wants and needs and how their family provides for and loves them.

After students have completed the handout, students will talk in small groups about their top three choices. They will have to provide reasoning for why they chose those three examples as most important.

Then I will ask students to share examples in front of the whole class so we can discuss the different important qualities of family. I will then transition the conversation to be focused on Pictures of Hollis Woods. I will give a brief explanation of how the search for a family or a place of belonging is the central motivation of the main character. Students will complete an exit slip that states, “Imagine if you did not have a family. How would your life be different? What would you miss the most?”

## Theme Spotlight (Handout)

Name: \_\_\_\_\_

Period: \_\_\_\_\_

### Theme Spotlight for Pictures of Hollis Woods

While reading *Pictures of Hollis Woods*, we will be discussing Hollis' character motivations. This means we will think about why she behaves rebelliously. One of the main struggles that Hollis experiences is the lack of true belonging with a family.

Below I have listed 10 qualities that are often associated with family. These qualities are all mentioned in *Pictures of Hollis Woods*. Please rank the qualities in order of what you feel is most important. 1 being the most important quality and 10 being the least important quality.

#### Qualities of Family Life

- \_\_\_\_\_. Family members are the people who know the most about you.
- \_\_\_\_\_. Your family loves you no matter what. They accept your flaws and treat you with unconditional love and support.
- \_\_\_\_\_. Family members appear and/or act in similar ways. This is usually due to the values their parents raise them with.
- \_\_\_\_\_. Your family members are people you cannot live without. Spending time away from each other is always difficult.
- \_\_\_\_\_. A person's family is proud of their accomplishments.
- \_\_\_\_\_. Family members want what is best for you and will tell you the truth.
- \_\_\_\_\_. Family's share special traditions, memories, and jokes.
- \_\_\_\_\_. Family members want to teach you new things. They want you to reach your greatest potential.
- \_\_\_\_\_. You feel comfortable enough to act the way you want around your family.
- \_\_\_\_\_. Your family provides for you. They give you the things that you need and reward you with things that you want.

## 2. Art Gallery (Framing the Text)

I will provide students with an art gallery of photos and videos that they will view prior to reading *Pictures of Hollis Woods*. There is a lot of art incorporated in the novel and I want students to have visual images to relate the setting and events of the story to. These photos and videos will provide insights about the themes that we will discuss in relation to *Pictures of Hollis Woods*.

Students will be shown 3 different pictures and 2 videos. After each picture or video students be asked to reflect on what they saw in different ways. They will discuss the videos in small groups and will answer short writing prompts about each photograph. The writing prompts should be kept in their journals and will be turned into their portfolio.

After the activity is complete, we will discuss what students predict the novel to be about. We will also discuss the importance of art in *Pictures of Hollis Woods*. Students will have the chance to share what they found most interesting about the pictures and videos.

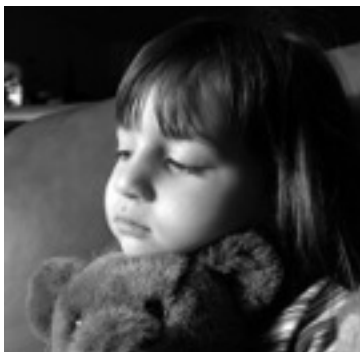
### Gallery Images

Here are the three images students will look at with the questions they will answer:



The Delaware River

What are 3 different things you see in this image? How does this image make you feel?



Lonely Child

Interpret what you think the young girl is feeling? Draw a thought bubble and fill it with words that portray how she might be feeling.



### Child Drawing

What does this child's drawing represent?  
Summarize what you think this child believes  
family means?

### Video Links

Foster Care Story: This is JJ's story about foster care. This video gives students a little background knowledge about foster care. Students will share their reactions to the video in small groups.

<http://youtu.be/RCFQF0jnb1s>

Video Book Trailer: I will show this video last because it will be a good way to transition into the book!

<http://youtu.be/wF3trfQGSkA>

### 3. Read Aloud

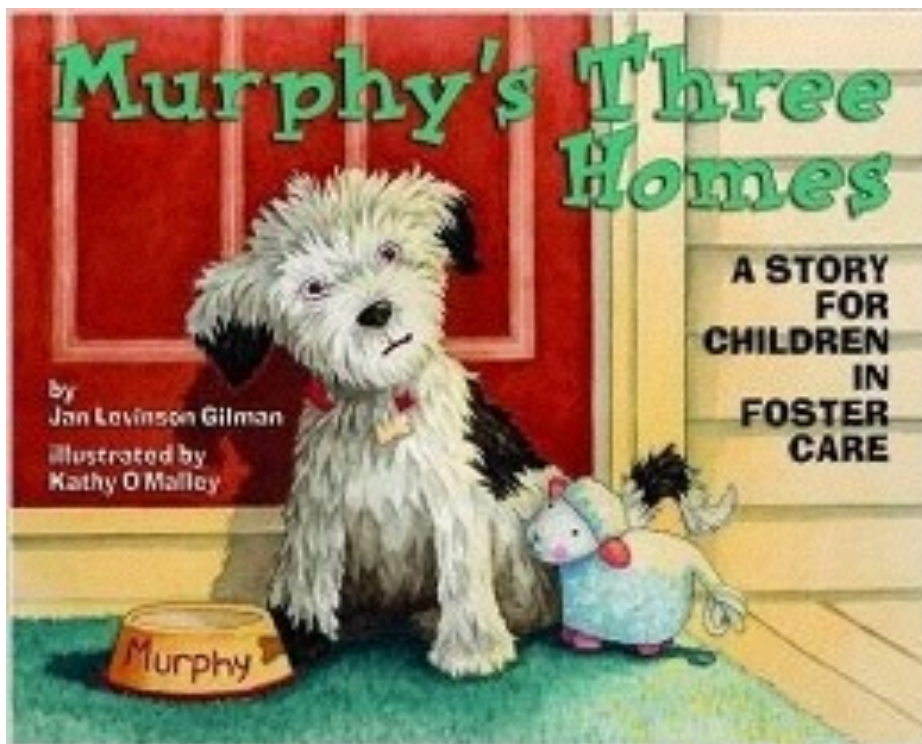
To introduce students to Pictures of Hollis Woods, I will do a read aloud of Murphy's Three Homes by Jan Gilmann. This children's book was actually written for children in foster care homes. The story is about a dog who loses hope after being sent to the animal shelter numerous times. Eventually the dog finds a home where he feels he belongs.

Reading this short story out loud will get students to begin thinking about foster care and how it might affect young children. I will ask students to listen closely as I read the story aloud to them.

Students will then answer the three questions in their journals:

1. "How did Murphy's feelings change throughout the story? What made his feeling change?"
2. "Pretend you are Murphy. How might you feel if you experienced what he did?"
3. "Name 3 different feelings that Murphy felt in the story."

We will discuss the students answers to the questions in small groups. After reviewing the answers, I will transition by tying the story in with Pictures of Hollis Woods. I will give students a little background information about the book.



## During Reading Activities:

Students will be expected to read the novel during class. This means the novel will be read in many different ways. Students will read silently on their own, with a partner, and we will read together as a class. These various reading strategies will allow all learners to succeed.

### 1. Time Lines

Patricia Giff's novel is separated into chapters that are introduced with Hollis' drawings. Every other chapter is a flashback to her life in the past. It may be difficult for students to keep track of the sequence of events in the story because of how it jumps around. I will ask students to keep a multi-layered timeline to keep track of what happens in the story.

First, students will record what happens in the story. They will then revisit the main plot points and add detail or questions that arose for them while reading the text. Students will record the character motivations of Hollis by keeping a layered timeline. The timeline will identify what Hollis does and why she does it.

I will give students a handout to begin their timelines. This timeline note-taking will be kept with students while reading the entire novel. They will need to add at least one event to the timeline for every chapter they read. Students will also have the option of keeping two separate timelines. One for Hollis' past and one for her present life (One for the Pictures and One for Time with Josie). This may help students differentiate between the two time periods.

Students will need several of these printout to keep track of the plot throughout the whole story.

## Time Lines (Handout)

Name: \_\_\_\_\_

Period: \_\_\_\_\_

### **Layered Timeline for Hollis (Ch 1-5)**

#### **What Does/Did Hollis Do?**

--	--	--	--	--	--



#### **Why Does/Did Hollis Do It?**

--	--	--	--	--	--

## 2. Student Journals

Students will keep reading journals where they will answer questions about the text that are asked to them on a daily basis. I will provide an example of how a good journal appears for students. They will take any notes and answer the questions in their journals.

At the end of the novel students will turn in their journals so I can see how students provided textual evidence to answer the focus questions we discussed in class. These response journals will be graded.

### Response Journal Example

**Name: Ms. Genord**

**Date: 12/5/13**

**Today's Assignment:** Chapter 6 & Ch 7

Ch 6: Why does Hollis want to stay with Josie?

- Hollis wants to stay with Josie because she felt that they relied on each other. Hollis says on page 56, "Strange, how much I wanted to stay. Maybe it was because Josie needed me. I'd never been needed before." This shows how Hollis feels she is obligated to stay with Josie because they will take care of each other when Beatrice is gone.

Sixth Picture: What is the significance of Hollis learning to drive the truck with Steven?

- Steven teaches Hollis how to drive the truck because he wants her to learn something new. This shows how Steven believes that Hollis is valuable to him. He encourages her by saying, "Aha, Hollis Woods, There's hope for you. I knew it!" This is an example of how they built their relationship.

Ch 7: Predict how Hollis is feeling internally at the end of this chapter.

- Hollis is very angry at the end of this chapter because she is being taken away from Josie where she feels comfortable. She does not like the mustard woman.

Seventh Picture: What is the significance of the word 'daughter' for Hollis Woods? Where do we see that in this chapter?

- Hollis has always wanted to be a daughter. She has never really felt like she had a mother and being a daughter is her dream. Hollis thinks, "I have a family. I belong."

### 3. Save the Last Word for Me

Each student will review the section we read for the class period. They will identify a particular passage they found interesting. Each student will be given a piece of paper and a marker to write down the passage in large letters. They will be given time to write a short rationale for choosing a particular passage. Students will be divided into small groups of 3-4 students.

A group member will hold up their passage and their group will each have a moment to respond to the passage verbally. They can guess why the passage was chosen, discuss why the passage is important to the development of the chapter, or what the passage means to them personally. The person who chose the passage gets the last word. They should respond to what they heard other students say and then add their own thoughts on the topic. Each students will take turns presenting their chosen passage.

It is important that students remain completely quiet while each group member is speaking. Nobody should be speaking out of turn and everyone must have some sort of response for the passages of their group members.

This activity helps students make meaning and have a deeper comprehension of the text. Students will identify what is important to them and will share ideas with each other about what they have read.

## Post Reading Activities:

### 1. Character Trading Cards (Meaningful Reflection)

Students will be asked to think about the different characters in the novel. They will identify one character to focus on. They can choose between Hollis, Josie, Beatrice, The Old Man, Steven and Izzy. Students will think about their character's motivations. Students should identify different character traits about their chosen person. They should have both positive and negative character traits for their character.

Students will review their journal entries and their timelines to recall information about their character. They will gather as much information as they can about their character before beginning the activity.

Students will then create a trading card for their selected character. They will choose REAL people to play the roles of the characters from the book. The people can be famous or people that the students know personally. It will be important to provide good examples of how these trading cards should look so students know what they are expected to do. The people they chose should have real connections to the characters from Pictures of Hollis Woods.

After choosing their person, they will identify a symbol to represent the person. They will also explain their connection on the back of the trading cards.

## Trading Cards Example

Name: \_\_\_\_\_

Period: \_\_\_\_\_

# PICTURES OF HOLLIS WOODS TRADING CARD

## Meaningful Reflection Activity

**Instructions:** We have been discussing character motivations while reading Pictures of Hollis Woods. Choose 1 character from the board. You will create a trading card for your selected character. However, you must CAST A REAL PERSON to play the role of the character you chose. You should carefully consider who you choose to play the part. The person can be **famous** (for example: Martin Luther King, Taylor Swift, or Ghandi) or a person you know **personally** (for example: grandfather, coach, or best friend). Consider the real connections between the people you cast and the Pictures of Hollis Woods characters. You will be required to explain how they are connected.

**Here is an example of how the finished hero cards will look:**

(FRONT)

Pictures of Hollis Woods Character:

The Old Man

My Connection: My Father

In this box you will draw an image or a symbol to depict/illustrate your character. The illustration should be the of the person you chose to connect.



### Character Motivations:

Love  
Protection  
Guidance  
Leader  
Dedication  
Father

### Good OR Bad Motivations? Why?

My dad has positive motivations because he wants what is best for me always. He is always trying to protect me from harm and is always there for me when I need him.

### How does he/or she connect to the Pictures of Hollis Woods character?

My dad is like the Old Man because he is very protective. The Old Man goes searching for Hollis when she runs away and never gives up hope that he will find her. If I were ever separated from my father I know he would go to great lengths to try and find me. He values me like the Old Man values his daughter, Hollis.

The Cards will be in the front of the classroom! Fill 1 card out and attach it to this handout.

## 2. Theme Notebooks

There are several themes we will discuss while reading the book *Pictures of Hollis Woods*. After completing the novel, I will ask students to identify themes from the story. I will group students together and give each group a slip of paper that has a word on it. The students will then each write a statement about that theme. For example if students received a slip that says “courage” they would write a sentence like “Courage is often needed when things don’t go your way.” Each group will write a sentence with their theme on the board.

Each students will choose a theme from the board to create a Theme Notebook. Students will complete a small research assigned that challenges them to discover how this theme is present in today’s world. Students should compile 5-7 sources that show their chosen theme. They can look at: movies, newspapers, magazines, advertisements, political cartoons, song lyrics, poems, drama, short stories, children’s stories, TV shows, novels, quotations, photographs, art, comic strips, jokes, and internet articles.

I will provide students with some of the resources listed above. They will also have to bring resources from home and will have access to the school computers to complete any other research.

Students will find a source and answer 5 short questions about the source. All the sources need to be printed out and kept together.

## Theme Notebooks (Example)

Name: \_\_\_\_\_

Period: \_\_\_\_\_

### PICTURES OF HOLLIS WOODS THEME NOTEBOOK

#### Meaningful Reflection Activity

**Instructions:** You should choose one theme from Pictures of Hollis Woods to focus your notebook on. You must locate 5-7 sources that deal with that theme in today's world. Look at movies, newspapers, magazines, advertisements, political cartoons, song lyrics, poems, drama, short stories, children's stories, TV shows, novels, quotations, photographs, art, etc. You can find resources in the classroom, at home, or on the computer. Make sure all of the sources are printed and attached to the notebook if they are from online. Once you locate a source you can attach it to the document and answer the 5 questions (this will be done for every source).

THEME: \_\_\_\_\_ Try to see yourself as others see you. \_\_\_\_\_

SOURCE TYPE: \_\_\_\_\_ Poem \_\_\_\_\_

#### **I Should Love to be Loved Endre Ady**

I am neither infant nor happy grandfather

Nor parent, nor lover

Of anyone, of anyone.

I am, as every man is, Majesty,

The North Pole, the Secret, the Stranger,

The will-o'-the-wisp in the distance, the will-o'-the-wisp in the distance.

But alas! I cannot remain this way.

I should like to show myself to the world,

So that someone sees me, so that someone sees me.

This is why I sing and I torment myself.

I should love to be loved.

I wish to be of someone, I wish to be of someone

QUESTIONS With Sample ANSWERS:

**1. Where did you find this source? What type of source is it?**

I found this source online at best poems. This is a short poem about self-identity.

**2. In one sentence, what is the source saying?**

I Should Love to Be Loved is a poem about a man who wants to be valued by others because he wishes to accomplish something great.

**3. Pick out an important line or image from your source. Explain it.**

“This is why I sing and I torment myself. I should love to be loved.” This line from the poem shows how the speaker is effected by the lack of meaning in his life.

**4. How does the resource relate to society today?**

This poem relates to today’s society because all humans have the desire to find meaning in their lives.

**5. Make one connection between your source and Pictures of Hollis Woods.**

This poems relates to Pictures of Hollis Woods because Hollis is also searching for meaning in her life. She believes she will find meaning by belonging in a family. The speaker of the poem also wants to be loved by someone.

## FINAL ASSESSMENT:

### Assignment Description

#### PORTFOLIO'S

Students will turn in a portfolio complete with all the assignments they have completed for the book. The following items should be a part of the student portfolio.

#### **Portfolio Checklist**

\_\_\_\_\_ **1. Theme Spotlight**

\_\_\_\_\_ **2. Time Lines**

\_\_\_\_\_ **3. Student Journals**

\_\_\_\_\_ **4. Trading Cards**

\_\_\_\_\_ **5. Theme Notebook**

\_\_\_\_\_ **6. Creative Project**

#### 3 Assessments

<b>TEST 100 pts</b>	We will end Pictures of Hollis Woods with a test. While reading the book students have been keeping a journal with notes. This can be used on your test. The test will cover all the chapters from Pictures of Hollis Woods!			
<b>CREATE 50 pts.</b>	Choose one of the picture chapters from the book. Illustrate what is happening in the picture. Your drawing should summarize Hollis' memory.	Create a life graph that follows Hollis from the beginning of the story to the end of the story. This should cover both high points in her development and low points	Write a letter pretending you are Hollis. The letter can be written to Josie, The Regans, or to her actual parents. Make sure to depict how she feels.	Write an 'I Wish' Poem from the viewpoint of one of the characters. The poems should include the character's major motivations.
<b>PRESENT 50 pts.</b>	All students will be required to write a short reflection about their creative project. The reflection should relate to themes from the novel and use textual evidence as support. You will present their creative projects to the class. You will discuss what they chose and why. You will have about 5 minutes to talk about your creative project. There will be specific handouts to guide your planning process!			

## CREATIVE PROJECT RUBRIC

	<b>Excellent(25)</b>	<b>Proficient(20)</b>	<b>Satisfactory(15)</b>	<b>Basic (5)</b>
<b>Thematic Connection to the Novel</b>  <b>20 Points</b>	There is direct relation between your final deliverable and the themes we talked about in class. You discuss this connection in your presentation.	There is some connection in your final deliverable to the themes we identified. The connection is discussed in your presentation.	There is little connection to the themes in Pictures of Hollis Woods in your creative project. You fail to present the theme you chose to focus on to the class.	There is no connection between your creative project and the themes from the book. You do not mention any connection during your presentation.
<b>Support from the Text</b>  <b>10 Points</b>	There is clear connection from the text to your creative project. You include 3 or more quotations from the novel in your reflection. You discuss at least one direct textual evidence in your presentation.	There is some connection to the text in your reflection. You include at 2 quotations from the book. You presentation covers at least on of these direct text connections.	There is little connection to the text in your reflection. You include 1 quotation from the book. Your presentation does not include direct textual evidence.	There is no connection to the text. Student fails to make direct references using quotations. The presentation does not cover any direct connection to novel.
<b>Organization and Depth</b>	The creative project is well thought out and well written/ illustrated. The final deliverable is free of spelling/ grammatical errors.	The project is organized but not very creative or original. The final deliverable only has minor errors.	The project is not very organized. It is difficult to understand your purpose. The final deliverable contains noticeable errors.	The project is very unorganized. There is no relation to the book. There are several errors that take away from project.

**TOTAL POINTS: \_\_\_\_\_/50**

**Comments:**