Navigator
A novel study guide for
The Great Gilly Hopkins
by Katherine Paterson

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School of Education
The College of William and Mary
Acknowledgement

Special recognition and appreciation go to Dr. Joyce VanTassel-Baska, whose leadership and vision have inspired this Navigator series.
Introduction

This Navigator is a collection of questions and activities intended to support group or independent study of the Newbery Honor book *The Great Gilly Hopkins* by Katherine Paterson. It is one of a series of Navigators developed by the Center for Gifted Education at The College of William and Mary as a language arts resource for teachers and students.

Novel studies should encourage advanced readers to develop their skills at analyzing and interpreting literature through structured questions and activities that highlight themes and concepts, literary elements, and real world connections contained within the books. In addition, novel studies are opportunities for students to develop their own vocabulary and writing skills by exploring and emulating the language and style used by authors.

What are the goals of the Navigator?
The Navigator addresses the following learning goals:
- To develop analytical and interpretive skills in literature.
- To develop understanding of selected literary themes.
- To develop linguistic competency through vocabulary and language study.
- To develop skills in written and oral communication.
- To develop higher level thinking and reasoning skills in language arts.
- To develop research skills.

Who is the audience for the Navigator?
This Navigator is intended for readers of *The Great Gilly Hopkins*, a novel appropriate for strong readers in the upper elementary grades. This novel meets many of the criteria identified by Baskin and Harris (1980) for books for gifted readers, including rich, complex, exciting language; open-endedness, to inspire contemplation; and helpfulness in building problem-solving skills.

How should the Navigator be used?
The Navigator may be used as an instructional tool by a teacher or as an independent study guide by a student or group of students. The central intent is for teachers to use the Navigator to support a novel study with a group of students, selecting questions and activities to assign as desired, given the context. However, teachers may also choose to make the Navigator available to students at a learning center, with expectations specified for students as to which items they should complete.

The Navigator incorporates several types of questions related to the novel. Some of these, identified as "while you read" questions, are specifically intended to be used for reflection and prediction as students progress through the novel. Other questions are intended for response after the reader has completed the novel, while still others may be answered either during or after
reading. All of the questions on pages 13 - 26 of the Navigator may be used for writing and/or discussion.

Additional activities beyond the discussion and reflection questions appear on pages 27 - 40 of the Navigator. Some of these activities support further development of the language arts skills identified in the goals, while others provide interdisciplinary connections and research applications.

*What are the prerequisites for students using the Navigator?*

Students using the Navigator should be able to complete the novel itself independently and should be familiar with the literary and reasoning terms utilized in questions. In addition, students will be asked to complete activities that utilize several specific teaching/learning models: the Literature Web, the Hamburger Model for Persuasive Writing, and the Vocabulary Web. If these terms and models are new to students, teachers may wish to conduct mini-lessons on them either prior to or during use of the Navigator. Some guidance for using the teaching models is provided on the following pages.
**Teaching Models**

*The Literature Web*

The Literature Web is a model designed to guide interpretation of a literature selection by encouraging a reader to connect personal response with particular elements of the text. The web may be completed independently and/or as a tool for discussion. The recommended use is to have students complete the web independently and then share ideas in a small group, followed by a teacher-facilitated debriefing. The web has five components:

- **Key Words**: interesting, unfamiliar, striking, or particularly important words and phrases contained within the text

- **Feelings**: the reader’s feelings, with discussion of specific text details inspiring them; the characters’ feelings; and the feelings the reader infers the author intended to evoke

- **Ideas**: major themes and main ideas of the text; key concepts

- **Images and Symbols**: notable sensory images in the text; “pictures” in the reader’s mind and the text that inspired them; symbols for abstract ideas

- **Structure**: the form and structure of the writing and how they contribute to meaning; may identify such features as use of unusual time sequence in narrative, use of voice, use of figurative language, etc.; style of writing
The Hamburger Model for Persuasive Writing

The Hamburger Model uses the familiar metaphor of a sandwich to help students construct a paragraph or essay. Students begin by stating their point of view on the issue in question (the top bun). They then provide reasons, or evidence, to support their claim; they should try to incorporate at least three supportive reasons (the "patties"). Elaboration on the reasons provides additional detail (the "fixings"). A concluding sentence or paragraph wraps up the sandwich (the bottom bun).
The Vocabulary Web

The Vocabulary Web is a tool for exploring words in depth. It asks students to investigate a single word in detail, finding its definition, synonyms and antonyms, and etymological information. With this information, students then identify “word families,” or other words using the same meaning-based stems as the original word; and they provide an example of the word, which may be a sentence or analogy using the word, a visual or dramatic representation, or another creative form.
In addition to the models discussed here, Navigator developers also used Paul’s (1992) Elements of Reasoning in preparing questions and activities. This model for critical thinking emphasizes the following eight elements: issue, purpose, point of view, assumptions, concepts, evidence, inferences, and implications or consequences. Teachers may wish to introduce these terms to students, using a familiar issue such as something being discussed in the school or community; teachers should then encourage the use of the terms and the model in approaching problems and issues.

The Navigator also contains research assignments that are issue-based and connected to the novel. Students should be encouraged to explore multiple points of view and use human and organizational as well as print resources in their investigations of these real-world issues.

Several resources are listed at the end of the Navigator that may be useful to students and teachers in exploring these models further.
Implementing the Navigator

*How long does the Navigator take?*
Duration of study depends on teacher preference and number of activities and questions assigned.

*How does the Navigator address standards for language arts?*
The Navigator was designed with an eye to addressing key standards for language arts identified by the National Council of Teachers of English and the International Reading Association (1996) as well as standards from several state-level education departments. Specifically, the Navigator reflects standards in the following areas:

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<tr>
<th>Standards Emphases</th>
<th>Navigator</th>
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<td>- Use of strategies to understand, interpret and evaluate text</td>
<td>- Provides the student with an organizer for interpreting text (the Literature Web) and guiding questions to support understanding and critical analysis</td>
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<tr>
<td>- Use of writing strategies and writing process elements</td>
<td>- Provides writing prompts, a writing model, and emphasis on steps of the writing process</td>
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<td>- Use of spoken and written language for particular audiences and to accomplish particular purposes</td>
<td>- Incorporates activities for writing and speaking that emphasize persuasive, reflective, informative, and narrative communication</td>
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<td>- Knowledge of vocabulary, language structure, and language conventions and analysis of how they are demonstrated in text</td>
<td>- Encourages in-depth word study of advanced vocabulary, including emphasis on etymology and usage of words</td>
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<td>- Research on issues and areas of interest, with emphasis on utilizing a variety of technological and informational resources to gather data, interpret results, and communicate findings</td>
<td>- Provides several issue-based research assignments for students, emphasizing data collection from print, non-print, and human resources; analysis and synthesis of data; and written and oral communication of findings</td>
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<td>- Participation as members of literacy communities</td>
<td>- Encourages discussion within and beyond the classroom about the specified text and invites similar exploration of other texts</td>
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<td>- Emphasis on reading a wide range of literature selections to build understanding of the human experience</td>
<td>- Encourages in-depth study of the specified text as well as comparisons to other selected works; suggests specific titles for further reading</td>
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How should the Navigator activities be assigned?
Teachers should specify expectations for students about the number and type of activities and questions to be completed, as well as expectations for quality of work. Teachers may choose to assign Navigator questions and activities using a combination of required and optional items. Several sample organizations of assignments follow.

Sample 1 (Teacher-led emphasis):
- Teacher-led discussion of higher-level questions; 1 to 3 questions assigned for journal response
- Required assignments: Literature Web, book review, one Vocabulary Web, one research assignment
- Choice assignments: student choice of THREE remaining activities
- Oral presentation of one completed piece

Sample 2 (Small-group emphasis):
- Small-group discussion of higher-level questions, with 4 to 5 questions completed in writing for teacher review
- Group assignments: Plot map, two Vocabulary Webs, one research assignment with group presentation
- Individual assignments: Literature Web, book review, student choice of TWO remaining activities

Sample 3 (Individual emphasis):
- Written responses to student choice of 2 to 3 discussion questions per category
- Required assignments: one research assignment; student choice of THREE additional activities, of which one must be a completed writing piece or an oral presentation of one assignment
How should the Navigator activities be assessed?
Teachers should assess student progress based on the quality of individual products and achievement toward the goals of the Navigator. Decisions about which activities to require students to complete should be based on how the selected activities support multiple learning goals.

Question responses should be assessed based on demonstration of insight and ability to use text to support inferences. Writing activities should be assessed based on clarity and insight, and may also be assessed for writing style and mechanics as desired. Oral presentations of completed work should be assessed based on coherence, content, and clarity of the presentation. Teachers may provide rubrics for students related to the required assignments or work with students to develop rubrics for assessment.

Completed Navigator activities should be collected into a folder for assessment, and final assessment may include self-evaluation by the student.

The following chart demonstrates how the Navigator activities support the identified goals:

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<td>Vocabulary Web</td>
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<td>Character Collage</td>
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<td>Poetry Collection</td>
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<td>Prejudice Research</td>
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What additional resources are required to use the Navigator?
Most of the activities in the Navigator require only the novel itself and regular classroom supplies. Vocabulary activities will require the use of a good dictionary, including etymological information on words. Recommended dictionaries include *The American Heritage Dictionary of the English Language* and the *Merriam-Webster Collegiate Dictionary*. Interdisciplinary and research activities may require additional supplies and access to library and Internet resources. The *Guide to Teaching a Language Arts Curriculum for High-Ability Learners* (Center for Gifted Education, 1998) provides guidance in the use of the literature, persuasive writing, and vocabulary study models used in the Navigator as well as other guidelines for language arts with high-ability populations.

A listing of additional resources and suggestions for further reading appears at the end of the Navigator.

Technology Integration

Several opportunities for technological connections and development of technical skills are incorporated in the Navigator. Based on the resources available in your classroom or media center, consider the following uses of technology:

- Access to the Internet for research projects. Key websites are listed in the resources section.
- Use of word processing and/or publishing software for writing assignments.
- Use of presentation software for presenting research findings and completed activities.
- Use of Inspiration or similar software for creation of concept maps.
**Synopsis**

Galadriel (Gilly) Hopkins is eleven, brilliant, and angry. She’s been in and out of foster care for as long as she can remember, and she uses her intelligence to keep everyone around her in an uproar. But she gets more than she bargains for when she’s sent to live with Maime Trotter. Her attempts to control her situation and to make contact with her long-absent mother have unexpected results, and Gilly learns to look at home, family, and herself in a new light.
Higher-Level Questions for Discussion and Writing

While You Read...

- What is your initial reaction to Gilly? What adjectives would you use to describe her? Do you think Gilly likes herself? (pp. 1-6)

- What does Gilly mean when she says, “But I am not nice. I am brilliant.”? (p. 3)

- Explain the significance of Gilly’s thought about Agnes: “Rumplestiltskins were always after something.” (p. 27)
Maimie Trotter tells Gilly, “It ain’t a shameful thing to need help, you know.” (p. 30)
Predict how Maimie Trotter will attempt to help Gilly. Do you believe she’ll succeed? Why or why not?

What are some possible consequences of Gilly’s decision to take the money from Mr. Randolph’s house? (p. 41)

Gilly thinks, “No one had the right to cut herself off from other people like that.” (p. 55) Do Gilly’s own actions demonstrate this belief? Why or why not?

Explain what Miss Harris means when she tells Gilly, “Your anger is still up here on the surface where you can look it in the face, make friends with it if you want to.” (p. 59)
What are the implications of Gilly’s decision to take Trotter’s money and run away? (p. 82)

What does the following quotation indicate about Gilly and her way of thinking? “No one could make her leave here, not when everyone needed her so. Besides--Trotter wouldn’t let them take her.” (p. 113)

Is there evidence to show that Gilly has changed by the end of the novel? In what ways has she changed or not changed? Use evidence from the text to support your answer.
Exploring the Story

Katherine Paterson uses a number of similes in this story. Choose a simile that appeals to you and explain why you think the author makes that comparison, and how it helped you understand or visualize a character and/or situation.

Are there any examples of foreshadowing in the novel? Which events were foreshadowed? What purpose was served by the author's use of foreshadowing?

What do the words and phrases Gilly uses tell you about her background and personality? Give specific examples.
After teaching William Earnest to fly a paper plane and offering to help Mr. Randolph get home, “the look on Trotter’s face was the one Gilly had, in some deep part of her, longed to see all her life, but not from someone like Trotter.” (p. 52) What did the look convey? Why does Gilly feel uncomfortable seeing it from Maime Trotter?

Why does Gilly decide to make the card for Mrs. Harris? What are the consequences of this decision? Use evidence from the text to support your answer.

Evaluate Trotter’s decision to retrieve Gilly after she runs away. Do you think it was a good decision? Why or why not?
On p. 95, after hearing Trotter and Miss Ellis discussing her, "Gilly's whole body was engulfed in a great aching." What caused Gilly to feel this way? For what is Gilly aching? Support your answer.

Is the ending of the story what you expected? Why or why not?

Choose one chapter title and explain how it relates to the events of that chapter.

Explain the significance of the last line of the book: "No clouds of glory, perhaps, but Trotter would be proud." (p. 148)
Meeting the Characters

“She could stand anything, she thought--a gross guardian, a freaky kid, an ugly, dirty house--as long as she was in charge.” (p. 6) How does Gilly go about putting herself in charge? Does her need to be in charge change by the end of the novel? If so, how? If not, why?

Why do you think Gilly has difficulty connecting with others? Use evidence from the text to support your answer.

What is the significance of Miss Harris recognizing the source of Gilly’s full name (Tolkien’s elf queen)? How does this set Miss Harris apart from other adults?
Which expectations are attached to the name Galadriel? How do you know? Does Gilly's personality meet any of these expectations? Does she become more "Galadriel-like" by the end of the novel? If so, in what ways?

What can you infer about Gilly's past experiences with diversity based on her reactions to Mr. Randolph and Miss Harris? Use evidence from the text to support your answer.

Why does it bother Gilly when others react calmly to her outbursts and rudeness? Justify your answer with evidence from the text.
What does Gilly learn when she tries to help William Earnest? Is this a valuable lesson for Gilly? Why or why not?

Why does Agnes need to be Gilly’s friend, even though Gilly is suspicious and often treats her unkindly? What does their relationship tell you about Gilly?

What is the real purpose of the card Gilly makes for Miss Harris? What did you learn about Miss Harris, based on her reaction to the card? Use specific examples.
On p. 57, Gilly calls herself, “Gifted Gilly—a funny female of the first rank.” Do you agree with this assessment? Why or why not?

The day after Gilly tries to run away, why does Maime Trotter behave differently toward Gilly when Miss Ellis is present than she does when Miss Ellis leaves? (p. 97)

What reasons could Gilly’s mother have for ignoring Gilly’s attempts to contact her?

What does the author mean when she describes Courtney as “a flower child gone to seed”? (p. 145) Support your answer with examples.
Understanding the Ideas

What prejudices are shown by the labels Gilly assigns to Maime Trotter, William Earnest, Mr. Randolph, and Miss Harris? What evidence do you have that Gilly changes her ideas about people throughout the story?

“I can't go soft--not as long as I'm nobody's real kid--not while I'm just something to play musical chairs with...” (p. 71) What does this quote tell you about Gilly’s experiences with family and love? How have her experiences shaped her behavior? Use evidence from the text to support your answer.

What does Maime Trotter’s decision to take Gilly back after she runs away tell you about Maime Trotter’s conception of family? How is her conception different from Gilly’s?
How does Gilly’s understanding of family change through the course of the novel? What evidence for this change can be found in the letters she sends back to Thompson Park?

What techniques does Gilly use to control the situation around her? Are they effective? Why is it so important to Gilly that she have control? Support your answer with evidence from the text.

Why is it important to belong? How does Gilly react to attempts to help her belong, either to a group or with a particular person (the Trotters, the school, Agnes, her grandmother)? Use specific examples.

Which character, other than Gilly, is the most changed by the novel’s events? Why?
Connecting to You

How did your feelings toward Gilly change as the novel progressed? What caused those changes?

Gilly uses her intelligence to manipulate situations and control the people around her. Have you ever used a talent of yours in a similar way? Describe the talent and how you used it to manipulate a situation.

Many of the changes that happen to Gilly are triggered by changes in her surroundings and home life. Have you ever had such a change—a move to a new school or town, for example—lead to a change in how you understood the world or yourself? Describe the change and how it changed you.
Do you use a nickname instead of your full name? Why? Which suits you better? Why do you think so?

Gilly accepts Agnes's friendship grudgingly--and sometimes not at all; no doubt Agnes considers it difficult to be friends with Gilly. Have you ever had a difficult friend? How did you deal with the issues that arose?

Gilly has certain prejudices that surface when she first meets other characters, and some people make hasty judgments about Gilly. When have you made a quick judgment about someone based on their looks or abilities? What caused your initial impression to change? Has anyone ever "pre-judged" you? How did it make you feel?
Complete a Literature Web about the novel, or a specific chapter in the novel. Fill in responses to each of the bubbles, using the questions below as a guide.

**Key Words:** What were some words and phrases in the novel that were especially interesting or important?

**Feelings:** What feelings did you have while reading this novel? What feelings did the characters have? How were those feelings expressed?

**Ideas:** What was the main idea or theme of the novel? What other major ideas and concepts were important? What message was the author trying to give about those ideas?

**Images/Symbols:** How did the author use description and imagery in the novel? What sensory images came to your mind? How did the author use symbols?

**Structure:** What type of writing was this? What literary and style elements did the author use? How did the structure of the writing contribute to the meaning of the novel?
LITERATURE WEB

Key Words

Feelings

Ideas

Images/Symbols

Structure
Use the Hamburger Model as a guide to help you organize your responses to the activities on the following pages.

THE HAMBURGER MODEL FOR PERSUASIVE WRITING

Introduction
(State a point of view.)

Reason

Elaboration

Reason

Elaboration

Reason

Elaboration

Conclusion
Write a book review about the novel. In your review, state and explain your point of view about the quality of the novel and provide specific details about why you would or would not recommend this book to other students your age. Use the Hamburger Model as a guide, and follow the steps of the writing process to review and revise.
Throughout the novel, Gilly has to make many difficult choices. Examples include the choices she makes about how to interact with various characters, how she behaves and works in Miss Harris's class, what to do when she finds Mr. Randolph's money, how to best reach her mother, and what to do when events escalate beyond her control. Choose one of Gilly's decisions and imagine that you have a chance to give Gilly advice before she makes up her mind. You might wish to encourage her to do what she chooses in the novel, or to take a different action instead. Using the Hamburger Model, write a persuasive letter or essay addressed to Gilly, telling her what you believe she should do, and why. Remember to use good reasons and elaboration to support your opinion, and follow the steps in the writing process to revise and edit your work.
Do a “word study” of one or more of the vocabulary words (listed below) from the novel. Find out the definition of the word, synonyms and antonyms, and word stems and origin. Then find at least three other words that use one or more of your word’s stems, and create an example to explain your word (a sentence, an analogy, a visual representation, etc.) Use the Vocabulary Web to organize your responses.

gruesome (p. 3) diverted (p. 31)
repertory (p. 5) piously (p. 33)
bureau (p. 7) celestial (p. 37)
vengeance (p. 10) cajoling (p. 54)
fanatic (p. 13) impersonal (p. 55)
delinquency (p. 15) appraise (p. 83)
palsy (p. 18) engulfed (p. 95)
menacing (p. 24) obligation (p. 104)
conspiratorially (p. 27) belligerently (p. 125)

**VOCABULARY WEB**
We learn a great deal about the other characters through Gilly’s observations and reactions to them. Choose one of these characters and create a “character collage” with your own artwork and with pictures and words taken from magazines, newspapers, and clipart. Use descriptions and figurative language from the text to guide your selections; make your own deductions and inferences about the characters based on the evidence in the text. Arrange the images and words you choose in a meaningful way. (For example, create an arrangement that shows how Gilly’s ideas about this character changed throughout the novel.)
Create a plot map that illustrates Gilly’s internal and external journeys in the novel. Choose 5-8 external events that change Gilly internally and lead to the novel’s conclusion. Illustrate and explain the events as well as the changes she undergoes.
Imagine Gilly really does become "great" in the future. Use clues from the text to decide what she will do to become great, and write a script for a skit or a videotaped "newscast" in which you describe her current occupation and interview other characters about Gilly's past. What images would they use to describe her? What events in the novel could they use to explain her achievements? Compare and contrast the "great" Gilly with the Gilly in the novel. Be sure to use language appropriate for the character in your script. Present your skit or newscast to your class.
The author uses many similes and metaphors to describe the characters and illuminate Gilly's feelings. Choose 4-6 comparisons from the novel that use figurative language especially well, and create a poster in which you present the similes, illustrate them literally, and then explain how they are used figuratively in the novel.
**Interdisciplinary and Research Connections**

Gilly wishes, "To be real without any quotation marks. To belong and to possess. To be herself, to be the swan, to be the ugly duckling no longer--Cap O’Rushes, her disguise thrown off--Cinderella with both slippers on her feet--Snow White beyond the dwarfs--Galadriel Hopkins, come into her own." (p. 124) Choose one of the four folk tales mentioned in this quote for further investigation. Read several variations of the story, including one from a non-European culture. Create a Venn diagram to illustrate the similarities and differences among the versions you’ve read. Write a paragraph in which you compare and contrast Gilly’s story to the tale you chose.

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Orphans, foster children, and abandoned children abound in literature, often because characters wouldn’t have wild adventures if they had parents to watch over them. Read another book about an orphan/foster child. What concepts does this novel have in common with *The Great Gilly Hopkins*? How do the novels and their protagonists differ? Do you think one account is more realistic than the other? Create a chart or journal entry in which you compare and contrast the novels; or write and perform a skit in which the protagonist of the novel you chose meets and shares his or her experiences and feelings with Gilly.
When Gilly reads William Wordsworth's "Ode: Intimations of Immortality" to Mr. Randolph, she finds that he likes it enough to have parts of it memorized, and at one point she stops "...as though to listen to her own echo." (p. 37) Start a collection of poems that you enjoy (even if, like Gilly, you don't completely understand them). You may also wish to interview other students and adults to find out which poems have the most meaning for them, and include those in your collection. For each poem in your collection, note why it is important as well as the effect it has on you. Present one of your favorite poems to your classmates; be prepared to read or recite it with expression, and to explain what it is about the poem that touches you.

Determine what foster care involves in your state. What are the issues and problems? Choose one issue and develop a question to research about your state's foster care system; plan and conduct your research. If possible, interview a caseworker or other adult involved in the foster care system. Share your findings in a written and oral presentation for your class.
Develop questions you have about foster care and adoption, then use them to interview someone who has been in foster care or adopted. Compare and contrast their experiences with Gilly’s. Be sure to consider differences that may be caused by age, geography, historical time, and personality. Create a chart or Venn diagram to compare the experiences related by your interviewee with Gilly’s experiences.

Issues regarding stereotypes that Gilly holds and stereotypes others have about her can be found throughout the novel. These ideas are tied to race, physical ability, mental ability, and socio-economic status. Interview a selection of classmates and adults about examples of stereotyping they’ve witnessed or had directed at them, or in which they’ve participated. What kinds of assumptions seem to affect your community the most? Choose one of these assumptions and develop a plan to research further the roots and effects of this particular attitude. Share your findings in a written and oral presentation for the class.
Read another book that takes place during World War II. You may choose to read another historical fiction piece, a diary or novel written during the period, or a memoir. What key concepts are emphasized in both books? In what ways are the books different? How do both help you grow in your understanding of the period? Write a journal entry or create a visual presentation to respond to these questions and to share your reactions to the books you have read.
Resources

Teacher Resources

Boyce, L. N. (1997). *A guide to teaching research skills and strategies in grades 4-12*. Williamsburg, VA: Center for Gifted Education.

For further reading – some other books you might enjoy

*The Secret Garden* by Frances Hodgson Burnett
*Because of Winn-Dixie* by Kate DiCamillo
*Dave at Night* by Gail Carson Levine
*Bud, Not Buddy* by Christopher Paul Curtis
*Maniac Magee* by Jerry Spinelli
*Walk Two Moons* by Sharon Creech
*The Maze* by Will Hobbs
*Holding Up the Earth* by Dianne E. Gray
*Everything on a Waffle* by Polly Horvath
*Where I’d Like to Be* by Frances O’Roark Dowell
*A Little Princess* by Frances Hodgson Burnett
*Anne of Green Gables* by Lucy Maud Montgomery
*Harriet the Spy* by Louise Fletcher
*Whirligig* by Paul Fleischman
*The Last Book in the Universe* by Rodman Philbrick
Useful websites

http://www.virtualsalt.com/litterms.htm (a glossary of literary terms)

http://www.m-w.com (Merriam-Webster Dictionary site)


http://bartelby.com/ (numerous language and literature reference materials online)

http://www.terabithia.com/ (Katherine Paterson’s official website)

http://www.ipl.org/div/kidspace/askauthor/paterson.html (Internet Public Library’s 1996 interview with Katherine Paterson)

http://library.adoPTION.com/Education/Adoption-Related-Books-for-Children-Ages-9-12/article/109/2.html (other books about adopted and foster children)

http://www.surlalunefairytales.com/ (fairy tales, annotated with cross-cultural comparisons)