



Close reading plan

Searching for Summer by Joan Aiken

Created by Stephanie McKenna, 2014 Connecticut Dream Team teacher

What makes this text complex?			
Text and Author	<i>Searching for Summer</i> by Joan Aiken	Where to Access Text	The Language of Literature McDougall Littell 2002 http://cleveland2.ce.ttu.edu/publications/presentations/Ethics_Seminar/SearchingForSummer_Reading.pdf
Text Description			
<p>The short story “Searching for Summer” is set in the ‘80’s, but not the 1980’s! It is a futuristic short story that includes several different and interesting characters: the young newlyweds, the nasty barkeep, the sweet old lady, and her blind son. The world is gloomy and gray, due to bombs that changed the atmosphere. Clouds are everywhere. The story tells of the groom’s quest to find sunshine for his new wife. It includes descriptive settings and allows for varied analyses of text meaning and central ideas. Characters’ motivations provide insight into human nature. Not only does it contain sci-fi/futuristic genre elements, but it also contains fairy tale elements.</p>			
Quantitative			
Lexile and Grade Level	810 – grade 5	Text Length	3178
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>Meaning and central ideas of text are varied and implied throughout text. Characters’ actions and motivations add to complexity of textual meaning and central ideas.</p>		<p>Organization is moderately complex with time shifts and both implicit and explicit concurrent events (wedding guests reminiscing while Tom and Lily are traveling; the couple enjoying the cottage while their scooter is being repaired). Characters are mostly static and serve as symbols of human nature (Lily is wholesome; Mr. Noakes is despicable). Extensive sensory imagery is used throughout the story contributing to mood of story. Characters’ motivations are both stated and subtly implied, allowing for varied interpretations. Parallelism of setting and characters is found throughout text; characters reflect the settings in which they live. If the <i>Language of Literature</i> text is used, knowledge of footnotes would help. There are complementary images that add to plot and thematic ideas.</p>	
Prior Knowledge Demands		Language Features	
<p>Knowledge of British dialect and slang is necessary. Requires some pre-teaching of either terminology or footnotes (should there be definitions of British terms within text). No references to other texts or ideas.</p>		<p>Contemporary text with several British slang terms used: petrol, palaver, lido, and sculler. British dialect is included throughout text.</p>	
Vocabulary			

Tier Two Words (General academic vocabulary) <i>“Words that are far more likely to appear in written texts than in speech. [They] often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example.” (CCSS ELA Appendix A)</i>	Tier Three Words (Domain-specific words) <i>“[Tier Three words]...are specific to a domain or field of study (lava, carburetor, legislature, circumference, aorta) and key to understanding a new concept within a text.” (CCSS ELA Appendix A)</i>	
<ul style="list-style-type: none"> • indomitable • omen • unavailing • withered • dour 	<ul style="list-style-type: none"> • tawny • savoring 	<ul style="list-style-type: none"> • pub • petrol • lido • palaver • colic • pullets • pasties • plaster • scullery
Potential Reader/Task Challenges		
<p>This text is accessible for grade 4-5 reading level, but the complex and subtle central ideas add to the complexity of the text. This would make it more appropriate for secondary students (i.e. 10th grade). The British terminology, slang, and dialect could be challenging for students who are unfamiliar with word choice. Multiple central ideas and character motivation may be challenging since they are overarching and varied.</p>		

Text-dependent questions		
Question	Standard alignment	Page of this document
What can you infer about the town of Molesworth based on Aiken's description of it? Use evidence from the text to support your answer.	(R.L.9-10.1)	5-7
How does the couple's interaction with Mr. Noakes differ from their interaction with Mrs. Hatching?	(R.L.9-10.3)	8-10
What is the impact of the setting's description of the Hatching home on the meaning of the story?	(R.L.9-10.4)	11-13
How does Aiken's choice to switch between settings create surprise?	(R.L.9-10.5)	14-16
How is the central idea developed over the course of the text?	(R.L.9-10.2)	17-19
Target Standards		
<ul style="list-style-type: none"> • R.L.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • R.L.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • R.L.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. • R.L.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). • R.L.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 		

Question 1

Question #1	What can you infer about the town of Molesworth based on Aiken's description of it? Use quotes from the text to support your answer. (R.L.9-10.1)
Standard(s) covered:	R.L.9-10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Example response that meets standard	Look-fors
Based on Aiken’s description of Molesworth, I can infer that it is the very opposite of the kind of place Tom and Lily want to spend their honeymoon. Joan Aiken describes the town as, "the dimmest, drabbest, most insignificant huddle of houses they had come to yet". The rest of the country and sky were dark and gray, probably due to the bombs that were mentioned in paragraph 2: "still the cloud never lifted." This town was the ugliest one Tom and Lily had encountered. Even its name is ugly: "Molesworth" could literally mean that it's a town worthy of moles. This is not a place where two newlyweds would want to spend their honeymoon. Tom and Lily decide to take a walk to get away from this dreary town.	<ul style="list-style-type: none"> • Draws inference(s) about the text based on that description • Support inference using several pieces from the text

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to make an inference about a text's setting by finding and analyzing quotes from the text.
Prior knowledge to review	R.L.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Steps to achieve objective	Think aloud for direct instruction
1) Skim the text and find details about the setting.	<ul style="list-style-type: none"> • OK, so I need to find a description of Molesworth. I know it was towards the beginning of the story, but after Tom and Lily left for their honeymoon. • There it is: where Tom and Lily had their scooter break down (in paragraph #16) • I will write the quote on my paper; I need to be sure to use quotations marks! • "the dimmest, drabbest, most insignificant huddle of houses they had come to yet" • I think there was another description of Molesworth later on in the story, too. • There it is: on the last page after Tom and Lily leave Mrs. Hatching’s home. • I’m going to write down the quote: "...the sky was clouded over". • The beginning of the story also gives an overall description of the setting. Let me write that down: "still the cloud never lifted."

2) Ask, "What words or phrases describe the setting?"	<ul style="list-style-type: none"> • Let me read aloud this description of the setting (that I just wrote on my paper). As I read it aloud, I want to make a mental note of the words the author uses to describe the setting. • What descriptive words "jump out" at me when I read the quote about the setting? • I see that the author uses the words: "dimnest, drabbest...insignificant...clouded over".
3) Ask, "What patterns do I notice about the setting's description?" Jot down your answer, using evidence to support your answer.	<ul style="list-style-type: none"> • Now, I need to identify patterns in the author's description of the setting. • The words "dimnest" and "drabbest" both use "-est", meaning Molesworth is the absolute most dim and drab place. I know that "dim" means not bright and "drab" means dull and lifeless. So, that means that Molesworth is the dreariest, dullest place. That doesn't make me want to visit it. • The phrases "...the sky was clouded over" and "still the cloud never lifted" make me think of a cloudy day. I know that if there was constant cloud cover in the sky, that the world would be sad and gray. It makes me think that the newlyweds have a great idea in trying to find sunshine for their honeymoon. • Each time, Molesworth is described as gloomy and cloudy. • Now, let me go back to my original question (how can I make an inference about the text's setting by finding and analyzing quotes from the text?) • Let me think about whether or not this is the kind of place a young couple would want to spend their honeymoon? • They do in fact leave the town.

Extension and practice

- If students are struggling finding a quotation, narrow down where to find the quote. Tell them the story's page number on which to look. Give the students the worksheet "Quotations: Finding, Analyzing, and Inferring" (located at the end of this document). Have the students write down the quote, using quotation marks, about the setting next to the word Quotation on their paper. Next to the word Analysis, they should then write down their explanation of the quote. Remind students that an inference is a good guess about the text. Next to the word Inference, have the students make an inference about the importance of the quote.
- If students are struggling with analysis, have them find a second quotation (from the story) about the setting. They should write down the second quotation. Students should read aloud their quotes about the setting. As a group (or with the teacher or a partner), they should identify patterns or common descriptions of the setting. Students can highlight those common patterns or descriptions. Students should then write a sentence describing what effect these patterns create; they can describe the feeling or mood that these different setting descriptors create. Share these descriptions with the class.
- To challenge students, have them think about the connection between the setting and the characters. Do the characters reflect the setting? How is this shown? Find quotes that support the idea that the characters in a setting might personify the setting.

What next?

R.L.9-10.1- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

See more examples of how to teach using text evidence to make inferences

Objective: In this lesson you will learn to make an inference about a text's setting by finding and analyzing quotes from the text.

- 1) Skim the text and find details about the setting.
 - 2) Ask, "What words or phrases describe the setting?"
 - 3) Ask, "What patterns do I notice about the setting's description?"
- Jot down your answer, using direct quotes to support your answer.

[Use text evidence to make an inference about a text's meaning](#)

[Draw inferences from a text by analyzing the setting](#)

[Analyze development of setting](#)

Question 2

Question #2	How does the couple's interaction with Mr. Noakes differ from their interaction with Mrs. Hatching?
Standard(s) covered:	R.L.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Example response that meets standard	Look-fors
<p>Tom and Lily definitely have different interactions with Mr. Noakes and Mrs. Hatching. Their interactions with Mr. Noakes are not as pleasant as their interactions with Mrs. Hatching. When Mr. Noakes first meets the newlyweds, he teases them and then “laughed a disgusting laugh that sounded like thick oil coming out of a bottle, heh-heh-heh-heh, and gave Lily a tremendous pinch on her arm”. Soon after meeting Mr. Noakes, Tom and Lily meet Mrs. Hatching. She seems to be the opposite of Mr. Noakes, welcoming the newlyweds and helping them. “Keeping up a running commentary...every now and then exclaiming to herself in wonder over the fineness of Lily’s wedding dress,” Mrs. Hatching put a bandage on Lily’s blistered foot. She is definitely a nicer person than Mr. Noakes. Tom and Lily definitely like Mrs. Hatching more than Mr. Noakes; they feel welcomed at her home. That is probably why they decided to stay there instead of at Mr. Noakes’s pub.</p>	<ul style="list-style-type: none"> • Differentiates between characters’ interactions • Analyzes interactions between characters

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson, you will learn how to analyze complex characters by tracking their interaction with other characters.
Prior knowledge to review	R.L.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Steps to achieve objective	Think aloud for direct instruction
1) Skim the text and identify interactions between different characters.	<ul style="list-style-type: none"> • First, I need to identify the interactions that Tom and Lily have with different characters. • Tom and Lily definitely interact with both Mr. Noakes and Mrs. Hatching. • The interaction with Mr. Noakes happens on the third page of the story when Mr. Noakes teases Tom and Lily about finding sunshine. The interaction with Mrs. Hatching happens on the fourth page of the story when she welcomes them to her home. . • Let me reread these interactions. There are a few with Mrs. Hatching. First, she welcomes them, then she bandages Lily’s foot. • These interactions are definitely different from each other.

<p>2) Ask yourself, "How do the characters speak, treat, and react to one another?"</p>	<ul style="list-style-type: none"> • Now, I need to find words or phrases that show how Mr. Noakes and Mrs. Hatching treat the newlyweds, who are polite to everyone they meet. • There's one for Mr. Noakes on the third page of the story. • Let me write down that quote: "laughed a disgusting laugh that sounded like thick oil coming out of a bottle, heh-heh-heh-heh, and gave Lily a tremendous pinch on her arm". • The next character they meet is Mrs. Hatching. Now, I need to find a quote about Mrs. Hatching and her interaction with Tom and Lily. I can find one on the fourth page of the story. • Let me write down that quote: "Keeping up a running commentary...every now and then exclaiming to herself in wonder over the fineness of Lily's wedding dress."
<p>3) Ask yourself, "What patterns of behavior do I notice?"</p>	<ul style="list-style-type: none"> • Now, I need to think about the interactions of Tom and Lily with Mr. Noakes and Mrs. Hatching. • Let me go back to the original question of "How does the couple's interaction with Mr. Noakes differ from their interaction with Mrs. Hatching?" • Let me think of how Tom and Lily act and feel around these different characters. They are always polite to others, but that politeness may not reflect their true feelings about the characters they meet. • They definitely feel more comfortable around the friendly Mrs. Hatching than the nasty Mr. Noakes. • Tom and Lily definitely like Mrs. Hatching more than Mr. Noakes. (I do, too!) • They decide to stay with her; I don't blame them!

<p>Extension and practice</p>	
<ul style="list-style-type: none"> • If students are struggling with finding characters, narrow down the pages for them. • If students are struggling with differentiating between characters, have them complete a Venn diagram for "character interaction". Then they can see the similarities and differences between character interactions. • To challenge students, have them think about physical actions that characters perform. How do the physical actions, as well as words, affect the interaction between characters and advance the plot? 	
<p><i>What next?</i></p>	
<p><i>For additional practice, with students or for students' independent work, apply this learning objective and set of steps to analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme (R.L.9-10.3).</i></p>	<p><i>See more examples of how to teach analyzing how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme (R.L.9-10.3).</i></p>

In this lesson, you will learn how to analyze complex characters by tracking their interaction with other characters.

- 1) Skim the text and identify interactions between different characters.
- 2) Ask yourself, "What words or phrases show these different interactions?"
- 3) Ask yourself, "How do the main character(s) react to these other characters?"

[Analyze a character's interactions with other characters](#)

[Determine an author's message by analyzing character development](#)

Question 3

Question #3	What is the impact of the setting’s description of the Hatching home on the meaning of the story?
Standard(s) covered:	R.L.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Example response that meets standard	Look-fors
<p>The description of the setting allows the reader to imagine the Hatching home and garden. When they first arrived at Mrs. Hatching’s home, Tom and Lily thought they had imagined the heat and sunshine: “Then it was true, it was not their imagination, that a great dusty golden square of sunshine lay on the fireplace wall.” The author uses descriptions to help the reader see what Tom and Lily are seeing: “gleam of linen hung in the sun to whiten suddenly dazzled their eyes.” There are also descriptive phrases and many adjectives used to help vividly describe the scene: “sudden brilliance...blazing geraniums...murmuring bees”. These descriptive phrases show the visual beauty of the Hatching home. In a world of gray, where many people have lost hope, the Hatching home represents the hope of the newlyweds and the faith that their lives will be better. There is bad in the world, like Mr. Noakes, but there is also good, like Mrs. Hatching and the newlyweds. Visiting the beautiful garden on their honeymoon allows the newlyweds, and the reader, to envision a marriage that can succeed with hope, faith, and love.</p>	<ul style="list-style-type: none"> • Provides specific words and phrases used by author • Finds adjectives that describe the beauty of the setting • Analyzes descriptive words used by author

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson, you will learn how to determine the meaning of words and phrases by analyzing specific word choices.
Prior knowledge to review	R.L.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Steps to achieve objective	Think aloud for direct instruction

<p>1) Find description of setting.</p>	<ul style="list-style-type: none"> • First, let me find the description of the Hatching home. • There it is, on the 4th page. There's an entire paragraph dedicated to it. • Now, I'll write down the quote that describes the Hatching home: "Then it was true, it was not their imagination, that a great dusty golden square of sunshine lay on the fireplace wall." There is even more description of the clock reflecting the light and the plants growing in the sunshine. The geraniums create a happy feeling. The tea set is beautiful. It's a great place for Tom & Lily to visit.
<p>2) Ask, "What do these words and phrases allow me to do when I read?"</p>	<ul style="list-style-type: none"> • Hmm...let me think about this quote that I found. • What does this quote allow me, the reader, to do when I read it? • These words are very descriptive. Some of them that I read on the 4th page are: "sudden brilliance...blazing geraniums...dazzled their eyes." They provide good imagery. • I can imagine the Hatching home based on this description.
<p>3) Ask, "How do these words help me understand the story?"</p>	<ul style="list-style-type: none"> • Now that I've found the setting description and thought about how it allows me to imagine the Hatching home, let me push my thinking a bit farther. I know the author wants me, the reader, to visualize the setting. Why else might the author describe the setting so thoroughly? Perhaps it's so that I, the reader, can see what the characters see. • Let me find some phrases that describe what Tom and Lily see at the Hatching home. There are some on the 4th page. Let me write those down: "gleam of linen hung in the sun to whiten suddenly dazzled their eyes." And "sudden brilliance...blazing geraniums...murmuring bees". • What is the big effect of all these descriptive phrases? Let me read them aloud again. I think the big effect is to show the beauty of the Hatching home for the reader and for Tom and Lily. If there is sunshine at the Hatching home, then there is hope that sunshine will return to the world. There is hope that Tom and Lily, who are good people like Mrs. Hatching, will have a happy life together.

Extension and practice

- If students are struggling with finding quotations, narrow down the pages for them or direct them to a specific spot in the story.
- If students are struggling with seeing the setting from the character’s perspective, analyzing descriptive phrases and/or determining the impact of an author’s description, complete this activity. Hang some pictures that depict scenes from the Mrs. Hatching’s garden and from Molesworth (i.e. murmuring bees, blazing geraniums, dreary town, old and ugly pub) around your classroom. Have students choose a picture and write down several words or phrases that describe the picture (i.e. bright red geraniums). Students switch papers with a peer. That peer writes down the effect/mood of those words (i.e. happy, depressing, relaxed). Students then switch with another peer; that peer attempts to match the descriptors and effect with the actual picture. Students can also find specific textual evidence from “Searching for Summer” to match up with picture. Afterwards, have a class discussion about how words and phrases can lead to a certain effect or mood in a story.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to determine the meaning of words and phrases as they are used in the text and analyze the cumulative impact of specific word choices on meaning (R.L.9-10.4).

See more examples of how to teach determining meaning of words and phrases and analyzing the cumulative impact of specific word choice on meaning.

Objective: In this lesson, you will learn how to determine the meaning of words and phrases by analyzing specific word choices.

1. Find description of setting.
2. Ask, “What do these words and phrases allow me to do when I read?”
3. Ask, “How do these words help me understand the story?”

[Analyze how an author develops mood](#)

[Use footnotes to determine the meaning of words and phrases in Shakespeare](#)

Question 4

Question #4	How does Aiken's choice to switch between settings create surprise?
Standard(s) covered:	R.L.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Example response that meets standard	Look-fors
<p>The story changes setting a few times, providing opportunity for a few surprises. While searching for sun on their honeymoon, Tom and Lily's scooter broke down in the dreary town of Molesworth, With the excuse of returning an old lady's purse, Tom and Lily leave Molesworth, one of the towns that "had given up bothering to take a pride in their boroughs". At Mrs. Hatching's home, they find the first surprise of sunshine, an unexpected surprise in this world of gray! "The sun? Is it really the sun?" Although Tom and Lily had the goal of finding the sun for their honeymoon, it seemed like they wouldn't find it. It was a surprise when they actually did see the sun. When Tom and Lily return to Molesworth, with one last change of setting in the story, they hide the fact that the sun constantly shines on Mrs. Hatching's home. This is an additional surprise. Tom and Lily head home, not returning to the Hatching home, to save this little oasis of sunshine from the greedy people, like Mr. Noakes, who would exploit it.</p>	<ul style="list-style-type: none"> • Differentiates between settings • Analyzes element of surprise created by switch of settings

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson, you will learn how to analyze the element of surprise by differentiating between settings.
Prior knowledge to review	R.L.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Steps to achieve objective	Think aloud for direct instruction
1) Identify the different settings of the story.	<ul style="list-style-type: none"> • Ok, first I need to identify the different settings of the story. There are a few different settings, and the author switches back and forth between them. • The story starts Tom and Lily's wedding. • They leave the wedding for their honeymoon, looking for sunshine. I don't blame them; it's a dreary world that they live in! • The second setting is the town of Molesworth. Let me find a quote to describe Molesworth and the surrounding towns. There's one on the second page: the town inhabitants "had given up bothering to take a pride in their boroughs" • They then go to Mrs. Hatching's home. • Lastly they return to Molesworth.

<p>2) Ask, “Where does the element of surprise come into the story?”</p>	<ul style="list-style-type: none"> • Ask, “Which setting is the most surprising?” • I was very surprised that Tom and Lily actually did find sunshine at Mrs. Hatching’s home! I didn’t expect them to find sunshine in this dreary, drab world. • Let me find a quote that shows how surprised Tom and Lily were to find the sunshine. There it is on the fourth page: “The sun? Is it really the sun?” I was just as surprised as they were! • Are there any other surprising parts of this story? Yes! • Finding sunshine was not the only surprise of the story. • When Tom and Lily returned to Molesworth, they hid the fact that there was sunshine at Mrs. Hatching’s home.
<p>3) Ask, “Why does the author put the element of surprise in those sections?”</p>	<ul style="list-style-type: none"> • It was a surprise that Tom and Lily found sunshine on their honeymoon. In this dreary, drab world, sunshine is very difficult to find. • I wonder why would Tom and Lily hide this nice surprise of sunshine? Perhaps Tom and Lily wanted to protect Mrs. Hatching and her home. • There are mean people, like Mr. Noakes, who would want to exploit this old lady, her blind son, and her little bit of sunshine. • It’s surprising that Tom and Lily would sacrifice their honeymoon to protect the Hatchings and their home. It’s a nice surprise!

Extension and practice

- To help students identify surprising moments, have a discussion with questions such as: When have you been surprised? Why were you surprised? Has something unexpected ever surprised you? Are only unexpected events surprising? Discuss the answers to these questions and connect the answers to the text being studied.
- To help students analyze surprising moments, first identify a surprising moment in a text or in real life. Determine what happened right before the surprising event, identify the surprising event, then explain what made it a surprise.
- To challenge students, have them write a dialogue between characters as they leave one setting and head towards another setting. They should discuss their reasons and feelings about leaving as well as their goals, and their hopes for the future.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to analyze how an author's choices concerning how to structure a text create surprise. (R.L.9-10.5)

See more examples of how to teach analyzing an author's choices concerning how to structure a text create surprise.

Objective: (Lesson objective goes here)

1. Identify the different settings of the story
2. Ask, "Where does the element of surprise come into the story?"
3. Ask, "Why does the author put the element of surprise in those sections?"

[Analyze the impact of tension on the reader](#)

[Analyze how a poet's word choices contribute to the overall meaning](#)

Question 5

Question #5	How is the central idea developed over the course of the text?
Standard(s) covered:	R.L.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Example response that meets standard	Look-fors
<p>At the story’s start, Tom and Lily leave on a honeymoon, with the hope of sunshine. They arrive at Molesworth and meet Mr. Noakes. When he hears of their quest to find sunshine, he laughs and says that if he ever found sunshine, “I’d buy up the lot. Nothing but woods. I’d advertise – I’d have people flocking to this little dump from all over the country.” This mean man even makes fun of poor old Mrs. Hatching and her blind son, William. Tom and Lily leave this horrid man and soon arrive at Mrs. Hatching’s home, to return the purse which she had dropped. Although their honeymoon isn’t going as they planned, they still wanted to help out the old lady. When Tom and Lily arrive at Mrs. Hatching’s home, they see that there is sunshine everywhere, just like they had hoped to find on their honeymoon. They are very happy here: “Lily looked sleepily around the little room, so rich and peaceful, and thought, I wish we were staying here, I wish we needn’t go back to that horrible pub...She leaned against Tom’s comforting arm.” Mrs. Hatching and her son, two very kind people who welcome in Tom and Lily, don’t even realize that they’re the only people who have sunshine. William can’t see the sun, but this kind man and his elderly mother appreciate it. Although Tom and Lily will have to leave this place, they are happily enjoying their honeymoon together. The story ends when Tom and Lily return to Molesworth and hide their knowledge of the sunshine at the Hatching home. Mrs. Hatching, William, Tom and Lily are all good people who got to enjoy the sunshine. Mr. Noakes is a greedy man who will not enjoy it. This shows the overall message that the good are rewarded. “At least, he thought, they had left the golden place undisturbed.” Tom was willing to sacrifice their honeymoon to protect Mrs. Hatching and her sunshine. There is hope that Tom and Lily will have a good life together.</p>	<ul style="list-style-type: none"> • Explanation of central idea • Analysis of central idea’s development

If students are struggling to answer the text-dependent question, use this follow-up plan for modeling and practice:

Objective	In this lesson you will learn how to determine a text’s theme by analyzing specific details of the text.
Prior knowledge to review	R.L.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Steps to achieve objective	Think aloud for direct instruction
1) Reread, noting repeated ideas.	<ul style="list-style-type: none"> • First, I need to reread the story and look for repeated ideas. • Let me look for any repeated ideas. There are different ideas that repeat: dreary settings, sunny settings, mean actions, and kind actions. • The journey from the wedding and Molesworth are dreary while Mrs. Hatching’s home is sunny. • Mr. Noakes is mean while Mrs. Hatching, William, Tom, and Lily are all kind.
2) Ask, “What is the relationship between repeated ideas?”	<ul style="list-style-type: none"> • Molesworth and Mr. Noakes go together in their nasty descriptions and actions. I see that Mr. Noakes makes fun of poor old Mrs. Hatching and her blind son, William. • He even makes fun of Tom and Lily’s search for sunshine. Let me find that section. There it is on the third page. He laughs and says that if he ever found sunshine, “I’d buy up the lot. Nothing but woods. I’d advertise – I’d have people flocking to this little dump from all over the country.” Mr. Noakes is a greedy man who leaves in a dreary town with no sunshine. • Tom and Lily don’t like Mr. Noakes; they want to get away from him. (I would, too!) They are a kind couple who decide to return Mrs. Hatching’s lost purse. When they get to her home, there is sunshine everywhere, just like Tom and Lily hoped to find on their honeymoon. They are happy there! • Let me find a quote to support that. There’s one on the fifth page: “Lily looked sleepily around the little room, so rich and peaceful, and thought, I wish we were staying here, I wish we needn’t go back to that horrible pub...She leaned against Tom’s comforting arm.” • Mrs. Hatching and her son William kindly welcome in Tom and Lily, letting them stay their honeymoon at their home. Yet, the Hatchings don’t even realize that sunshine only shines at their home! Yet, they still appreciate the sunshine, like Tom and Lily do!
3) Ask, “How does the author use contrasting ideas to develop the central idea?”	<ul style="list-style-type: none"> • Ask, “What are some of the contrasting ideas of this story?” Let me think...Mr. Noakes is very different from Tom, Lily, Mrs. Hatching, and William. Molesworth is very different from the Hatching home. • Ask, “How do these contrasting ideas develop the central idea?” Hmmm...let me think about these contrasting ideas. Mrs. Hatching, William, Tom and Lily are all good people who got to enjoy the sunshine. Mr. Noakes is a greedy man who will not enjoy it. • What could the overall message of this story be? This shows that the good are rewarded. • Let me think about the last action of the story and see if it connects back to the theme. The story ends when Tom and Lily return to Molesworth and hide their knowledge of the sunshine at the Hatching home. • Let me find a quote. There’s one on the last page: “At least, he thought, they had left the golden place undisturbed.” Tom was willing to sacrifice their honeymoon to protect Mrs. Hatching and her sunshine. This confirms that Tom and Lily are truly good people. There is hope that Tom and Lily will have a good life together.

Extension and practice

- Complete the “Timeline to Determine Central Idea” worksheet (at the end of the document).
- “Determining Central Idea by Analyzing Setting” worksheet (at the end of this document).
- Discuss central idea of other texts read previously in class. Jot down notes about how the setting contributed to the central idea of the text, supporting the author’s message.
- To challenge students, have them write a sequel to the story ten years after the story ended. Characters in the sequel should discuss their memories of the story and what has happened since the story ended.

What next?

For additional practice, with students or for students' independent work, apply this learning objective and set of steps to determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details (R.L.9-10.2).

See more examples of how to teach determining a central idea and analyzing its development including how it emerges and is shaped by specific details (R.L.9-10.2).

Objective: In this lesson, you will learn how to track the development of the text’s central idea by analyzing messages of each different setting.

1. Reread, noting repeated ideas.
2. Ask, “What is the relationship between repeated ideas?”
3. Ask, “How does the author use contrasting ideas to develop the central idea?”

[Identify the development of a theme](#)

[Analyze the development of a theme over the course of a text](#)

[Determine theme by considering the broader implications behind a character's actions](#)

Name:

Date:

Quotations: Finding, Analyzing, and Inferring

QUOTATION	PAGE NUMBER	ANALYSIS	INFERENCE
Write down the quote you chose. Be sure to use quotation marks!		This quotation means...	This quotation is important because it shows...
Write down the quote you chose. Be sure to use quotation marks!		This quotation means...	This quotation is important because it shows...

Name:

Date:

Timeline to Determine Central Idea

Directions: Fill in different events in the timeline below. Put positive events in the top boxes and negative events in the bottom boxes. After you have filled in the boxes, write a short response evaluating the text and determine the central idea of the text.

Positive
Events

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

Negative
Events

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

Reread the different events you listed above. Think about these events and the messages they show. Now, write down a short response explaining the central idea of the text.

Name:

Date:

Determining Central Idea by Analyzing Setting

Fill in setting location below:	Describe that setting below:	Explain the importance of that setting:	Determine the central idea (or message) show in that setting:	Find a quote (and page number) that shows that central idea:
Setting 1:				
Setting 2:				
Setting 3:				

Now reread the central idea (message) column of each of the different settings. After you have thought about them, explain what the OVERALL central idea of the text is:
