

**A Teaching Unit**  
**For**  
***The Great Gilly***  
***Hopkins***

*By Katherine Paterson*



**ELA Core Plans**

Teacher-Written Standards-Based Lesson Plans

# ***A Teaching Unit for The Great Gilly Hopkins***

***Katherine Paterson***

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Order number LS53110

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# The Great Gilly Hopkins Teaching Unit

## Table of Contents

Pre- Reading Activity	4
Chapter Titles	5
Chapter 1 ~Direct and Indirect Characterization	6
Chapter 2 ~ Point of View	7
Chapter 3 ~ Figurative Language	8
Chapter 4 ~ Alliteration & Write a Letter	9
Chapter 5 ~ Discussion	10
Test Chapters 1 - 5	11
Chapter 6 ~ Flashback & Extended Metaphor	15
Chapter 7 ~ Silent Passage Analysis	18
Chapter 8 ~ Vivid Original Similes	19
Chapter 9 ~ Readers' Theater & Comic Strip	20
Chapter 10 ~ Changes	25
Test Chapters 6-10	26
Chapter 11 ~ Writing Opportunity & Personification	30
Chapter 12 ~ Allusion & Idioms	31
Chapter 13 ~ Internal Conflict	32
Chapter 14 ~ Letters	33
Chapter 15 ~ Theme	34
"I Am" Poem	35
Character Analysis	36
Writing Prompts	37
Mottos	38
Final Test	39
Answer Keys	43

The Great Gilly Hopkins  
Pre-reading Activities

Name \_\_\_\_\_

Date \_\_\_\_\_

**Anticipation Guide**

Read each of the following statements. Place a *T* beside the statements that you think are true and a *F* beside statements that you think are false.

It is okay to steal if you really need something. \_\_\_\_\_

You should always ignore bullies. \_\_\_\_\_

Prejudices are not a big deal. \_\_\_\_\_

Children are better off with their biological parents no matter what. \_\_\_\_\_

Enemies can become friends. \_\_\_\_\_

**Writing Response**

In *The Great Gilly Hopkins*, Gilly moves from one foster home to another. Think about what it would be like to be moved from one family to another. What traits do you have that may help you adapt? Make a list of the personality traits that would be helpful if you were a foster child. Then, write a paragraph telling whether or not you think you could make it.

My real personality traits	The personality traits I would need as a foster child (These may be the same as your real personality traits.)

Paragraph

---

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**The Great Gilly Hopkins**  
**Chapter Title Analysis**

Name \_\_\_\_\_

Date \_\_\_\_\_

As you read the novel, complete the following chart.

<b>Chapter #</b>	<b>Chapter title</b>	<b>Why is this title effective for this chapter?</b>
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>10</b>		
<b>11</b>		
<b>12</b>		
<b>13</b>		
<b>14</b>		
<b>15</b>		

# The Great Gilly Hopkins

## Chapter 1

### Characterization

1. **DIRECT CHARACTERIZATION** - The writer makes direct statements about a character's personality and tells what the character is like.

2. **INDIRECT CHARACTERIZATION** - The writer reveals information about a character and his personality through that character's thoughts, words, and actions, along with how other characters respond to that character, including what they think and say about him.

Complete the following charts by coming up with a trait that matches the action/evidence, and then decide if the author used direct characterization or if you concluded something about a character through indirect characterization. In the last column, find your own passage for evidence.

<i>Gilly's Traits</i>	<i>Evidence (Action that shows this)</i>	<i>Type of characterization</i>
	<i>Then when the social worker turned her attention back to the traffic, Gilly carefully spread the gum under the handle of the left-hand door as a sticky surprise for the next person who might try to open it. (page 3)</i>	
	<i>But I am not nice. I am brilliant... I am too clever and too hard to manage. (page 3)</i>	
	<i>"No. Can't comb my hair. I'm going for the Guinness Record for uncombed hair." (page 4)</i>	

<i>William Ernest's Traits</i>	<i>Evidence (Action that shows this)</i>	<i>Type of characterization</i>
	<i>William Ernest clung to the back of Mrs. Trotter's flowered housedress, shaking his head. (page 5)</i>	
	<i>William Ernest climbed up behind the huge woman and lay behind her back like a bolster pillow, poking his head around from time to time to sneak another look at Gilly.</i>	

# The Great Gilly Hopkins

## Chapter 2

### Point of View

The point of view of a story makes all the difference in the world. If a character is telling the story, the **first person point of view** is used. If none of the characters are telling the story, and an unseen narrator is telling it, the third person point of view is being used. If the narrator focuses on only one character, the **limited third person point of view** is used. If the narrator allows the reader to know thoughts and feelings of one character, then another's, then another's, the **third person omniscient point of view** is used.

Answer only one easy question to decide if this story is told in the first person point of view. If the answer is yes, it is first person!

- Is one of the characters telling this story? \_\_\_\_\_ (Go back and look to make sure!)

Answer these questions to decide if the point of view is third person limited:

- Is there an unseen narrator telling the story?
- Is the focus on one particular character all of the time?
- When the focal character leaves the room in a story do you know what is going on with the other characters while that character is gone?

Answer these questions to decide if the point of view is third person omniscient:

- Is there an unseen narrator telling the story?
- Does the reader have access to the thoughts (not actions) of more than one character?
- Does the focus go from one character to another character, and then another?

**What point of view is used in this novel?** \_\_\_\_\_

The point of view used in this novel allows the reader to draw conclusions about the way Gilly really feels. In the following chart, read each of the passages and infer what each really says about Gilly. The first one has been completed for you.

Passage	Inference about Gilly
<i>The Nevinse's house had been square and white and dustless, just like every other square, white, dustless house...She had been the only thing in the neighborhood out of place...They'd got rid of her. No. She'd got rid of them - the whole stinking lot. (page 8)</i>	When Gilly feels rejected by others, she tends to pretend that she was the one who rejected them. When it says, <i>She'd got rid of them - the whole stinking lot</i> , the reader can infer that Gilly wants to feel in control, so she pretends that she was the one who did the hurting when actually, she was the one who was hurt.
<i>The word "mother" triggered something deep in her stomach. She knew the danger signal...This was not the time to start dissolving like hot Jell-O. (page 9)</i>	
<i>Gilly was hungry but thought it better not to seem to enjoy her supper too much. (page 14)</i>	

## The Great Gilly Hopkins Chapter 3

### Figurative Language

Writers use figurative language to make their writing more interesting and effective. By using a simile, metaphor, or personification, the writer is able to paint a picture in the mind of the reader.

**Simile** - a comparison of two things using the words *like* or *as*

**Metaphor** - calls one thing another

**Personification** - gives a nonhuman object human traits

**Hyperbole** - an extreme exaggeration

**Idiom** - a commonly used expression that means something totally different than what it says

Complete the following chart to examine the figurative language in these chapters.

Page #	Passage	Type of figurative language	What it means
16	<i>She held her head very straight as she sat at the kitchen table and waited for the fireworks.</i>	idiom	
18	<i>From the doorway she could hear Old Mother Goose honking over her gosling. "OK, Big Orange, you show 'em down there today, hear?"</i>		
18	<i>Gilly shook her head, but halfheartedly. She was beginning to feel like an oversharpened pencil.</i>		
19		metaphor	
19	<i>When despite her assault by comb and scissors a few strands refused to lie down meekly, she soaked them mercilessly into submission.</i>		
20		simile	
23		personification	



# The Great Gilly Hopkins

## Chapter 4

### Alliteration

Alliteration is the repetition of the same or very similar consonant sounds in words that are close together. It usually occurs at the beginning of words, but it can also occur within or at the ends of words. Alliteration can help emphasize words, establish a mood, or serve as a memory aid, along with a few other things.

The title of this chapter is "Sarsaparilla to Sorcery". This is alliteration. What purpose does this alliteration most likely serve?

- It helps emphasize the name of this book because that is where Gilly found the money.
- It establishes a magical mood.
- It allows the reader to remember Gilly's name.
- It creates rhyme.

Turn to page thirty. Find the sentence that contains alliteration on this page, and copy the sentence on the following line.

---

The alliteration in this line \_\_\_\_\_.

- emphasizes how much better Gilly plans to become
- emphasizes Gilly's ability to write to her mother
- allows the reader to remember Gilly's name

Use your own name to describe yourself. Make sure you create a sentence containing alliteration like Gilly does on page 30.

---

### Explain

*"Well, you find anything you wanted to read to Mr. Randolph?"*

*"It's a bunch of junk."*

***"One man's trash is another man's treasure,"** Trotter said in a maddeningly calm voice, wandering over to a lower shelf as she did so.*

You may have heard the bolded part of this passage before. One man's trash is another man's treasure. Explain what this well-known saying means.

### Letter to Mom

In this chapter, Gilly receives a letter from her mother (page 28). Pretend that you are Gilly. Write a letter to Gilly's mother saying what you believe that Gilly would say to her in a letter. Write your letter on a separate sheet of paper.

The Great Gilly Hopkins  
Chapter 5

Discussion

*Mr. Randolph relaxed. "The word mean has more than one definition, Miss Gilly. Here the poet is talking about humility, lowliness, not" - he laughed softly - "not bad nature." (page 40)*

1. Using the passage above from the previous chapter, why do you think this chapter is titled William Ernest and Other Mean Flowers? Discuss why William Ernest would be a "mean flower" and who else in this book may be a "mean flower".
2. What is Gilly's plan for Agnes? Why do you think that Agnes allows Gilly to treat her the way that she does?

*She took his elbow and guided him carefully down the stairs, taking care not to look back over her shoulder because 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. (page 52)*

3. What do you think that this passage means? What exactly is it that Gilly has longed to see all of her life? What is "the plan" that is mentioned in this passage?
4. Make a prediction about what you think will happen between Gilly, Trotter, and W.E. Explain your prediction by stating why you think this will happen.

## The Great Gilly Hopkins Test One Chapters 1-5

1. What point of view is used in this novel?
  - a. First person - Gilly's point of view
  - b. First person - Trotter's point of view
  - c. Third person limited to Gilly
  - d. Third person omniscient
2. Miss Ellis is a \_\_\_\_\_.
  - a. foster mother
  - b. social worker
  - c. choir director
  - d. secretary

*But I am not nice. I am brilliant. I am famous across this entire county. Nobody wants to tangle with the great Galadriel Hopkins. I am too clever and too hard to manage.*

3. What does this passage reveal about Gilly?
  - a. She is shy.
  - b. She is prideful and tough.
  - c. She is sweet and sensitive.
  - d. She is always alert.

*She waited until Mrs. Trotter and Miss Ellis were talking, then gave little W.E. the most fearful face in all her repertory of scary looks, sort of a cross between Count Dracula and Godzilla. The little muddy head disappeared faster than a toothpaste cap down a sink drain.*

4. From this passage, we see that Gilly is \_\_\_\_\_.
  - a. intelligent
  - b. sneaky
  - c. conceited
  - d. misunderstood

*Gray lace curtains hung at the single window between them, and beside the window was a black table supporting an old-time TV set with rabbit ears. The Nevinses had had color TV.*

5. From this passage, the reader can infer that this story takes place \_\_\_\_\_.
  - a. in present day times
  - b. in the past
  - c. during the summer
  - d. in the future

*Gilly slammed the door after her. God! Listening to that woman was like licking melted ice cream off the carton.*

6. What type of figurative language is used in this passage?
  - a. idiom
  - b. metaphor
  - c. personification
  - d. simile

7. What does this passage (in number six) most likely mean?
- Listening to Trotter makes her feel cold and sticky.
  - Listening to Trotter makes her heart melt.
  - Listening to Trotter is very hard to do.
  - Listening to Trotter makes her sick.

*The word "mother" triggered something deep in her stomach. She knew the danger signal. Abruptly she shoved the picture under a T-shirt and banged the bureau drawer shut. This was not the time to start dissolving like hot Jell-O. She went downstairs. (page 9)*

8. From this passage, the reader can conclude that Gilly \_\_\_\_\_.
- is not worried about her mother not being around
  - understands why her mother is not there
  - really wishes her mother were around
  - knows all about her mother
9. Which of the following best describes Trotter's relationship with W.E.?
- They have a loving mother/son relationship.
  - They fight all of the time.
  - W.E. respects Trotter, but they have a distant relationship
  - They are always competing with one another.

*Trotter's eyes were still flashing, but her hand and voice were under control. "He's had a rough time of it in this world, but he's with Trotter now, and as long as the Lord leaves him in this house, ain't anybody on earth gonna hurt him. In any way."*

10. From this passage, the reader can infer that Trotter is very protective of William Earnest. Is direct or indirect characterization used to help us conclude this?
- direct
  - indirect
  - both
  - neither
11. Which of the following best describe Gilly's feelings toward her mother?
- anger and resentment
  - pride and adoring
  - embarrassment
  - uncaring
12. Which of the following best describes Gilly at this point in the novel?
- soft spoken
  - unmanageable
  - hard working
  - sensitive
13. Mr. Randolph is \_\_\_\_\_.
- blind
  - deaf
  - in a wheelchair
  - bald

*Gilly had long since finished her breakfast, but she sat at the kitchen table, her head propped on her fists. From the doorway she could hear Old Mother Goose honking over her gosling.*

14. In this passage, Trotter is compared to Old Mother Goose. This is done through a(n)

- \_\_\_\_\_.
- a. idiom
  - b. metaphor
  - c. simile
  - d. personification

15. What is the name of the girl that tries to befriend Gilly at school?

- a. Courtney
- b. Sarsaparilla
- c. Betty
- d. Agnes

16. What does Gilly read for Mr. Randolph?

- a. poetry
- b. a short story
- c. the newspaper
- d. the Bible

*The minute that darn first-grade teacher had told Mrs. Dixon that she was afraid Gilly might be "slow," Gilly had determined to make the old parrot choke on her crackers. And she had.*

17. The idiom in this passage means \_\_\_\_\_.

- a. Gilly wanted to choke the teacher with a cracker.
- b. Gilly wanted to hurt the teacher.
- c. Gilly wanted the teacher to realize what she said about Gilly was wrong.
- d. Gilly wanted the teacher to realize that she was a very good reader.

18. What did Gilly take from Mr. Randolph's house?

- a. a coin from his coin collection
- b. two five dollar bills
- c. a map
- d. a letter written to Trotter

19. Where is Gilly's mother?

- a. in prison
- b. living with her grandmother
- c. in California
- d. in another country

***"One man's trash is another man's treasure," Trotter said in a maddeningly calm voice..."***

(page 35)

20. What does the bolded phrase mean in this passage?

- a. What means nothing to one person can be very valuable to another person.
- b. Trash can be treasure if you clean it up.
- c. Some people think that treasure is always hidden among trash.
- d. Trash and treasure are really the same things.

The Great Gilly Hopkins  
Test 1  
Answer Key

Number	Answer
1	c
2	b
3	b
4	b
5	b
6	d
7	c
8	c
9	a
10	b
11	b
12	b
13	a
14	b
15	d
16	a
17	c
18	b
19	c
20	a

# The Great Gilly Hopkins

## Chapter 6

### Flashback

A flashback is a literary device in which an earlier episode, conversation, or event is inserted into the chronological sequence of a story. It is a technique that bridges time, place, and action to reveal information about a character. Flashbacks are also used to fill in information about the background of a conflict or to advance the story.

Purposes of flashbacks	Some cues that begin a flashback for a character	Some words that signal a flashback
<ul style="list-style-type: none"> <li>❖ to fill in information about the background of a conflict</li> <li>❖ to fill in information about the background of a character</li> </ul>	<ul style="list-style-type: none"> <li>sound</li> <li>odor</li> <li>taste</li> <li>related setting</li> <li>daydreams, thinking, dreams</li> </ul>	<ul style="list-style-type: none"> <li>Once</li> <li>Long ago</li> <li>Yesterday</li> <li>A while back</li> </ul>

Reread the following passage from pages 53-54.

*So at this point Gilly was not ready to pull her time-honored trick of stopping work just when the teacher had become convinced that she had a bloody genius on her hands. That had worked so beautifully at Hollywood Gardens - the whole staff had gone totally ape when suddenly one day she began turning in blank sheets of paper. It was the day after Gilly had overheard the principal telling her teacher that Gilly had made the highest score in the entire school's history on her national aptitude tests, but, of course, no one knew that she knew, so an army of school psychologists had been called in to try to figure her out. Since no one at school would take the blame for Gilly's sudden refusal to achieve, they decided to blame her foster parents, which made Mrs. Nevins so furious that she demanded Miss Ellis remove Gilly at once instead of waiting out the year - the year Mrs. Nevins had reluctantly agreed to, after her first complaints about Gilly's sassy and underhanded ways.*

Using the chart above for help, which clues began this flashback?

- a. a sound
- b. an odor
- c. a related setting
- d. a dream or daydream

What is the purpose of this flashback?

- a. to give us more information about Gilly's conflict
- b. to give us more information about Gilly as a character

What do we learn about Gilly from this flashback?

- a. She struggles in school.
- b. She is very bright
- c. She wants to be in charge.
- d. Both b and c

## Chapter 6 continued

*For several days she concentrated on the vision of a computer-activated Miss Harris. It seemed to fit. Brilliant, cold, totally, absolutely, and maddeningly fair, all her inner workings shinely encased and hidden from view. Not a Muslim but a flawless tamperproof machine.*

*The more Gilly thought about it, the madder she got. No one had a right to cut herself off from other people like that. Just once she'd like to see Harris-6 scream in anger- fall apart- break down.*

*But Miss Harris wasn't like Trotter. You didn't have to be around Trotter five minutes before you knew the direct route to her insides - William Ernest Teague. Miss Harris wasn't hooked up to other people.*

There is an extended metaphor in this chapter. Gilly compares Miss Harris to a computer.

- To extend a metaphor, you must first begin with a metaphor. Then, you must continue to use words, actions, and/or ideas that relate to the comparison. In this case, the following words listed under the metaphor are used to extend the metaphor. All of these words have to do with a machine or computer; therefore, they help to extend the comparison.

### **Mrs. Harris is a flawless tamperproof machine (metaphor)**

cold, fair, inner workings encased and hidden from view, break down, route to insides, hooked up

Try your own extended metaphor

*It had to be sarcasm, but Harris-6 was smiling almost like a human being. When did the cobra strike? (page 59)*

**Metaphor: Miss Harris was a cobra, striking without notice.** (This metaphor has been created by using the above passage.)

First, make a list of words, actions, and/or ideas that relate to a cobra and what it does, how it looks, or how it moves.

- 
- 
- 
- 
- 

Next, on a separate sheet of paper, write a short paragraph or poem extending the metaphor by pulling in the words that you have listed. You do not have to use all of the words that you listed. Make sure you begin by writing the bolded metaphor.

### **Discuss:**

What does the letter that Gilly wrote to Miss Harris mean? What does it reveal about Gilly?



## Chapter 6 continued

### Sample Extended Metaphor

Miss Harris was a cobra, striking without notice.

#### Cobra

- slither
- sway
- venom
- hood
- hiss

#### Sample Paragraph

Miss Harris was a cobra, striking without notice. She slithered her way right into my mind. She knew exactly how and when to release her venom, and I never even saw her spread her hood. Next time, I must remember to listen for her hiss. Next time, she won't pull one over on me!

#### Sample Poem

Miss Harris was a cobra, striking without notice  
The sway of her deceit  
took my breath.  
Her slithering ways  
remind me of myself.  
How did I miss the strike  
when I was so focused  
on the hiss  
of her actions?

# The Great Gilly Hopkins

## Chapter 7

### Silent Passage Analysis

**Directions:** Write each of these passages in the center of a separate sheet of paper or on the center of a sheet of chart paper. Then, have students silently read each passage and make a comment about them individually. The comment may be their interpretation of the passage or what the passage means to them personally. They may even make predictions. You may find other passages in the book you would like to add to this activity.

*And Galadriel Hopkins was not ready to be had... It didn't matter whether the people who hovered over her had fat laps or computer brains. For if a person could crack under heat or cold, a combination of the two seemed guaranteed to do in even the gusty Galadriel. (page 60)*

*Trotter and Mr. Randolph nodded and chuckled happily. People were so dumb sometimes you almost felt bad to take advantage of them - but not too bad. Not when it was your only way to get where you had to go. (page 68)*

*But I can't stay. I might go soft and stupid, too. Like I did at Dixons'. I let her fool me with all that rocking and love talk. I called her Mama and crawled up on her lap when I had to cry. My god! She said I was her own little baby, but when they moved to Florida, I was put out like the rest of the trash they left behind. 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 ... (page 71)*

*Mr. Randolph was chatting away happily. She couldn't seem to tune in the words, just the maddengly cheerful tone of his high-pitched voice. She wanted to throw a book at the noise - kick over the stepladder - crash a chair through the window - at the very least scream out her frustration. But, of course, she didn't. Wrapped in a silent, frozen rage, she folded the stepladder and carried it to the basement. (page 75)*

# The Great Gilly Hopkins

## Chapter 8

### Vivid Original Similes

Any writer can use a common simile that everyone has heard before. A good writer, however, creates similes that are original and fresh to surprise the reader and make him/her think!

In this chapter, Katherine Paterson creates a very effective and unique simile. Then, she turns the simile into a metaphor as she continues to refer to her brain as a woolly mammoth:

*She tried to make her brain tell her, but it lay frozen in her skull like a woolly mammoth deep in a glacier. All the way to the station she asked it, Shall I jump out of the car at the next light and run? Should I just forget about the money? But the woolly mammoth slept on, refusing to stir a limb in her behalf. (Page 89)*

She refers back to this original simile at the end of the chapter:

*The ice in her frozen brain rumbled and cracked. (Page 92)*

### **First, let's analyze this simile.**

What is a woolly mammoth? \_\_\_\_\_

What is a glacier? \_\_\_\_\_

What does it mean to say that the woolly mammoth is deep in a glacier?

\_\_\_\_\_

What is wrong with Gilly at this point in the book?

\_\_\_\_\_

What does it mean to say that her brain was frozen in her skull like a woolly mammoth deep in a glacier? \_\_\_\_\_

### **Now, let's try creating some fresh and original similes!**

..."Is this your father's address here?" he asked, pointing at the address on the card. She sat perfectly still, staring him down. (page 90)

1. **Create an original simile to describe how still Gilly was sitting.**

She sat \_\_\_\_\_

*Within a half hour, a red-faced Trotter, holding the hand of a white-faced William Ernest, puffed through the station-house door... Trotter was puffing worse than if she'd run up her steps.*

2. **Create an original simile describing how worn out Trotter looks.**

Trotter looked \_\_\_\_\_

The Great Gilly Hopkins  
Chapter 9~ Readers' Theater

Name \_\_\_\_\_

Date \_\_\_\_\_

Students build fluency through reading out loud, and at the middle school level, what better way to allow this than with readers' theater! The first part of chapter nine of *The Great Gilly Hopkins* is perfect for this activity!

If you want to get your students' attention, read the beginning of this chapter with a monotone voice until they stop you and ask you why you are doing this. Tell them that when reading aloud, you should always read with expression. Next, read the section with expression, changing your voice to match each character.

There are a couple of ways to do readers' theater.

Option one is to have a whole class reading. This way, particular parts are not assigned. Whoever is in desk one reads the first line, the student in desk two reads the second line, and so on until all parts are read. Since there are most likely more lines than students in your class, you will have to have students read more than one part. Before starting, allow the students to find the part that they will read and read it to themselves silently. Tell them that there are a few hard words and that they should raise their hands if they need help pronouncing one before you begin. That way, you can discreetly go to a child's desk to help him/her with the word. Also, this makes all students feel comfortable with reading out loud.

Option two is to divide your class into groups. There are five speaking parts, so groups of four or five would be ideal. If you have to put four in a group, just have one person read two parts. After assigning parts in each group, allow some quiet time before beginning so that students can read over their parts and ask for help with words they may not know how to pronounce. Encourage them to read with expression! Have the groups read through the script. If a group finishes early, have them read it again. Once each group has read through the script once, stop the class. If you want, you could randomly pick one group to perform for the class.

Most students greatly enjoy readers' theater. The key is making sure they feel comfortable with the part that they will be reading. If you have struggling readers, you may want to give them the script the day before the reading and let them practice reading it at home. Have fun!

The Great Gilly Hopkins  
Chapter 9  
Readers' Theater

**Narrator 1:** There was a fight between Trotter and Miss Ellis. Gilly heard the sounds of battle in the living room when she came in from school the next afternoon.

**Trotter:** (Yelling like an old cow deprived of its calf) Never, never, never!

**Narrator 2:** Gilly stopped still in the hallway, closing the door without a sound.

**Miss Ellis:** Mrs. Trotter, nobody at the agency looks at it as any indication of failure on your part.

**Trotter:** You think I care what the agency thinks?

**Miss Ellis:** You're one of our most capable foster parents. You've been with us for more than twenty years. This won't affect your record with us. You're too valuable.

**Trotter:** I don't give a spit about no record. You ain't taking Gilly.

**Miss Ellis:** We're trying to think of you.

**Trotter:** No, you ain't. If you was thinking of me, you'd never come to me with such a fool notion.

**Miss Ellis:** This is a troubled child, Maime. She needs special -

**Trotter:** (interrupting) No! I ain't giving her up. Never!

**Miss Ellis:** If you won't think of yourself, think of William Ernest. He's come too far in the last year to let - I've seen myself how she upsets him.

**Trotter:** (voice square and stubborn) It was William Ernest got her to come home last night.

**Miss Ellis:** Because he saw how upset *you* were. That doesn't mean she can't damage him.

**Trotter:** William Ernest has lived with me for over two years. He's gonna make it. I know he is. Sometimes, Miz Ellis, you gotta walk on your heel and favor your toe even if it makes your heel a little sore.

**Miss Ellis:** I don't understand what you're driving at.

**Trotter:** Somebody's got to favor Gilly for a little while. She's long overdue.

**Miss Ellis:** That's exactly it, Mrs. Trotter. I'm quite aware of Gilly's needs. I've been her caseworker for nearly five years, and whether you believe it or not, I really care about her. But I don't think it's her needs we're talking about right now, is it?

**Trotter:** What do you mean?

**Miss Ellis:** (quietly) It's *your* needs.

**Trotter:** Yes, Lord knows, I need her.

**Narrator 1:** A funny broken sound like a sob came from Trotter.

**Trotter:** I like to die when I found her gone.

**Miss Ellis:** You can't do that, Mrs. Trotter. You can't let them tear you to pieces.

**Trotter:** don't try to tell a mother how to feel.

**Miss Ellis:** (in a firm voice) You're a foster mother, Mrs. Trotter. You can't afford to forget that.

**Narrator 2:** Gilly's whole body was engulfed in a great aching. She opened and slammed the front door, pretending to have just come in. This time they heard her.

**Trotter:** That you Gilly, honey?

**Narrator 1:** She went to the doorway of the living room. Both women were on their feet, flushed as though they'd been running a race.

**Miss Ellis:** (voice glittering like a fake Christmas tree) Well, Gilly.

**Trotter:** (breaking in loudly) Miz Ellis was just saying how it's up to you.

**Narrator 2:** There was a flash of alarm from the social worker which Trotter pretended not to see.

**Trotter:** You want to stay on here with William Ernest and me - that's fine. You want her to find you someplace else- that's fine too. You got to be the one to decide.

**Gilly:** What about (mouth going dry as a stale soda cracker)...what about my real mother?

**Narrator 1:** Miss Ellis' eyebrows jumped.

**Miss Ellis:** I wrote her, Gilly, several months ago, when we decided to move you from the Nevinses. She never answered.

**Gilly:** She wrote me. She wants me to come out there.

**Miss Ellis:** (looks at Trotter)Yes. I know about the postcard.

**Narrator 2:** Gilly thought to herself, "Those darn cops reading people's mail and blabbing, passing it around, snickering over it probably.

**Miss Ellis:** Gilly. If - if she had really wanted you with her -

**Gilly:** (interrupting) She does want me. She said so!

**Miss Ellis:** Then why hasn't she come to get you?

**Narrator 1:** A hard edge had come into Miss Ellis's voice, and her eyebrows were twitching madly.

**Continue reading silently pages 96-103.**

## Chapter 9 Continued

Create a comic strip for the end of this chapter from page 99 to 103. This strip will depict Gilly helping W.E. learn to stick up for himself. Use this sheet to help you plan it. Draw pictures of the events, and use captions to help describe the action. Think of scenes and actions that occur, the characters that are present, the landscape and props, and make sure you pay attention to the author's imagery as you draw each scene. You may not need all of the boxes on this page.


*The Great Gilly Hopkins*  
Comic Strip Rubric

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

Date: \_\_\_\_\_

Criteria	Possible Points	Points Earned
<p><b>Scene selection:</b> Includes all of the most important events from the end of the chapter</p>	15	
<p><b>Captions:</b> Captions are clearly related to both the scenes drawn and to the events from the chapter. The captions are well written with few spelling, punctuation or grammar errors.</p>	35	
<p><b>Characters:</b> Main characters from the chapter are included and their actions and dialogue in the comic strip match those from the chapter.</p>	25	
<p><b>Background illustrations:</b> The illustrations are directly related to the imagery provided by the author and help the reader understand the scene.</p>	25	
<b>TOTAL</b>	100	



The Great Gilly Hopkins  
Chapter 10

In this chapter, it is quite evident that there has been a change in Gilly's attitude. Answer the following questions about these changes. Write your answers in the boxes.

1. List some things that Trotter has done for Gilly to make Gilly see her in a new light.

2. How is Gilly changing?

3. If you could give Gilly some advice right now, what would you say to her?

4. What do you think about Gilly's grandmother?

5. Predict what you think will happen next.

The Great Gilly Hopkins  
Test Chapters 6-10

1. How is Miss Harris different from most teachers that Gilly has had?
  - a. She chooses favorites among her students.
  - b. She is much easier.
  - c. She always gives her class candy and rewards all of the good students.
  - d. She keeps to herself and does not get too personal with students.
2. How does Gilly feel about Agnes?
  - a. Agnes annoys Gilly.
  - b. Gilly thinks Agnes would make a really great friend.
  - c. Gilly feels sorry for Agnes.
  - d. Gilly thinks Agnes is very funny.

... "When can I talk?"

*Gilly smiled benignly. "We'll see," she said. "We'll just see how it goes." Agnes opened her mouth like a starved baby bird, but she didn't give a chirp. Good bird. Gilly patted the skinny, freckled arm and swept up the walk into the house, leaving the open-mouthed fledgling outside the gate.*

3. What does this passage reveal about Agnes?
  - a. She is willing to do anything to be Gilly's friend.
  - b. She will always stand up for herself at any cost.
  - c. She is as hungry as a starving bird.
  - d. She is only pretending to be a friend to Gilly so she can use her later.
4. Where does Gilly hide the money that she has stolen?
  - a. She hides it under her bed.
  - b. She hides it inside her pillow case.
  - c. She places it under a broken board in the floor.
  - d. She tapes it to the bottom of a drawer.
5. Why does Gilly decide to be nice to William Earnest?
  - a. She realizes he is a fun and loving kid.
  - b. She thinks that she may be able to use him for her own advantage.
  - c. She wants him to spy on Trotter for her.
  - d. She thinks that if she is nice to W.E., she will be able to leave Trotter's house.

*W.E. leaned back and let fly - "pow" - for another swooping, soaring, slowly spiraling, skimming superflight.*

6. What literary device is used in this passage?
  - a. onomatopoeia
  - b. flashback
  - c. simile
  - d. alliteration
7. How did Miss Harris react to the note that Gilly wrote to her?
  - a. She blew up and yelled at Gilly.
  - b. She sent Gilly to the principal's office.
  - c. She remained calm and even thanked Gilly for the card.
  - d. She was so proud of the card that she posted it on her bulletin board.
8. Which of the following sentences from the book gives clues as to when this story takes place?
  - a. *Gilly was coming out of the phone booth the next day when Agnes appeared demanding her money.*
  - b. *The stepladder was in the hall. Gilly put her schoolbooks down on the table and went right to it.*
  - c. *She had a nineteen-cent ball-point clutched tightly in her right hand.*
  - d. Both a and c

*"Like Miz Ellis says, you're a special kind of person, Gilly. It makes me praise the Lord to see you so busy helping stead of hurting."*

*Shut up, Trotter.*

*"You got so much to give. Mercy, what most of us wouldn't give for half your brains."*

*Shut up, Trotter, shut up! (page 70)*

9. Gilly is most likely wanting Trotter to "shut up" because \_\_\_\_\_.
  - a. she is tired of listening to Trotter.
  - b. she doesn't believe a word Trotter is saying.
  - c. deep down it makes her feel bad about what she is doing
  - d. it makes her want to go see her mother

*Like I did at Dixons'. I let her fool me with all that rocking and love talk. I called her Mama and crawled up on her lap when I had to cry. My god! She said I was her own little baby, but when they moved to Florida, I was put out like the rest of the trash they left behind. (page 71)*

10. What literary device is used in this passage?
  - a. foreshadowing
  - b. a flashback
  - c. symbolism
  - d. alliteration
11. What does Gilly do to try to find more money at Mr. Randolph's house?
  - a. She pretends to be searching for a book that she needs for school.
  - b. She pretends to be changing a light bulb for him.
  - c. She pretends to be dusting at his house.
  - d. She pretends to be planting a garden in his back yard.
12. Where was Mr. Randolph when Gilly was looking for the money?
  - a. at the store with Trotter
  - b. eating at Trotter's house
  - c. there with Gilly
  - d. taking a nap at Trotter's house
13. How much more money did Gilly find at Mr. Randolph's house?
  - a. \$20
  - b. \$100
  - c. \$500
  - d. none
14. Gilly writes a letter to her mother. In this letter, Gilly describes her situation as being \_\_\_\_\_.
  - a. horrible
  - b. wonderful
  - c. boring
  - d. scary

# The Great Gilly Hopkins

## Answer Key ~Test 2

Number	Answer
1	d
2	a
3	a
4	d
5	b
6	d
7	c
8	d
9	c
10	b
11	c
12	c
13	d
14	a

# The Great Gilly Hopkins

## Chapter 11

### Writing Opportunity

*There was no place in this dream for dumpy old-fashioned ladies with Southern speech, or barefoot fat women in striped pajamas, or blind old black men who recited poetry by heart and snored with their mouths open - or crazy, heart-ripping little guys who went "pow" and still wet their stupid beds.*

In this chapter, the narrator gives a description of Gilly's grandmother, Trotter, W.E., and Mr. Randolph in a way that Gilly would describe them. Create a description for Gilly in a way that she would describe herself. You must create the description in the same way as the others are written in the above passage. Below, each person's description is listed. You write one for Gilly.

Gilly's grandmother - dumpy old-fashioned ladies with Southern speech

Trotter - barefoot fat women in striped pajamas

Mr. Randolph - blind old black men who recited poetry by heart and snored with their mouths open

W.E - crazy, heart-ripping little guys who went "pow" and still wet their stupid beds.

Gilly - \_\_\_\_\_

### Personification

Write the definition of the word personification. \_\_\_\_\_

How does the word "person" give you a clue as to the meaning of personification?

\_\_\_\_\_

Find examples of personification in this chapter by completing the following chart.

Page #	What is being personified	Sentence (Write the sentence that contains the personification.)
118	Gilly's heart	
119	Miss Ellis' eyebrows	

## The Great Gilly Hopkins Chapter 12

An **allusion** is a reference to a person, a historical event, or a fictional character or story. Writers usually expect the readers to recognize an allusion.

There are several allusions on page 124.

*I just wanted- what had she wanted? A home - but Trotter had tried to give her that. Permanence - Trotter had wanted to give her that as well. No, what she wanted was something Trotter had no power over. To stop being a "foster child," the quotation marks dragging the phrase down, almost drowning it. 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.(page 124)*

Let's analyze each allusion. Answer the following questions.

*To be herself, to be the swan, to be the ugly duckling no longer.* Think about what happens in the story *The Ugly Duckling*. How is Gilly like the ugly duckling?

*Cap O'Rushes, her disguise thrown off* - If you are not familiar with this allusion, Google Cap O'Rushes to find out what it is. ☺ Then explain the comparison to Gilly.

*Cinderella with both slippers on her feet* - Think about the Cinderella story. What is Cinderella like with both slippers on her feet? What is she like with only one slipper? Why does Gilly feel as if she has only one slipper?

*Snow White beyond the dwarfs* - Thinking of the story *Snow White*. Who is Snow White while she is with the dwarfs? Who does she become once she leaves the dwarfs? Why does Gilly feel like she is still with "the dwarfs"? Who are Gilly's "dwarfs"?

### Idioms

**Idioms** are made up of words used in a special way that are different from their literal meaning. In other words, they do not mean what they say!

*"No, Gilly, baby. It don't work that way. Like I tried to tell you at supper. **Once the tugboat takes you out to the ocean liner, you got to get all the way on board. Can't straddle both decks.**"* (page 128)

*Explain what the bolded idioms in this passage mean.*

## The Great Gilly Hopkins

### Chapter 13

An **internal conflict** takes place within a character's mind. It is a conflict that a character has within him/herself.

- man vs. himself (character vs. him/herself)

Gilly has had several conflicts so far throughout the novel. Use the chart below to summarize and make predictions about her conflicts.

Page #	Summary of Conflict	Prediction of how you think the conflict will be resolved
130	Gilly is having to face the fact that Courtney may never come. She sent someone else. This shatters Gilly's dreams of being rescued by her mother.	
130-131	Gilly is in the car with this stranger (her grandmother) when she wants to be home with Trotter.	

Gilly's grandmother is a new character. Gilly is not sure what kind of person her grandmother is. The author indirectly reveals these characters' personalities through what they say, how they look, their behavior, and what other characters say about them. Complete the following chart to examine Gilly's grandmother.

Gilly's Grandmother
Her words tell you that she is... (Go back and look at the dialogue on pages 131-134.)
Her looks tell you that she is... (Go back and read the description on page 107.)
Her behavior tells you that she is...

Based on this indirect characterization, predict what you think life will be like for Gilly if she continues to stay with her grandmother.



# The Great Gilly Hopkins

## Chapter 14

### The letters

Look at the dates on the letters. Record the dates below to see how much time has passed.

Letter to:	Date
To W.E. from Gilly	
To Gilly from Miss Harris	
To Gilly from W.E.	
To Miss Harris from Gilly	
To W.E. from Gilly	
To W.E., Trotter, and Randolph from Gilly	

How much time has passed since Gilly has been at her grandmother's house?

Based on the letters, what can you infer about how Gilly feels at her grandmother's house?

What do you think Gilly is lying about in the letters?

### Write a letter

*When she finished, she thought briefly of calling Agnes, but what would she say? "Good-bye" when she'd never really said "hello"? Poor Agnes, what would become of her? Would she stomp herself angrily through the floor, or would someone's kiss turn her magically into a princess? Alas, Agnes, the world is woefully short on frog smoochers. No, she wouldn't call, but maybe, someday, she'd write. (page 126)*

We do not see a letter written to Agnes in this chapter. Pretend that you are Gilly. On a separate sheet of paper, using Gilly's point of view, write a letter to Agnes. Be sure and tell her what you've learned about life. Try to give her advice that you think Gilly would give her.

# The Great Gilly Hopkins

## Chapter 15

**Theme:** the story's central message; a life lesson

### Some things to remember about theme are

- Theme is what the author wants you to remember most.
- Occasionally the theme is stated directly in the novel/passage.
- Most often, the theme is unstated and is revealed to the reader gradually throughout the novel/passage.
- Theme is written as a statement, not just a word.
- Different readers can have completely different theme statements. This is fine as long as each reader can support his/her idea with evidence from the novel/passage.

### **Plan for understanding theme in *The Great Gilly Hopkins*:**

**Step 1:** List words that express the big ideas or topics from the novel. For example: acceptance is a word that could be used to express a big idea in this novel because throughout the book, Gilly is searching for acceptance from her mother. List other words that express big ideas or topics in the box below. Think about the interactions among all of the characters when deciding on these words.

**Step 2:** Think about what the characters in the novel do and say that relate to the topics you listed above.

**Step 3:** Come up with a statement of the author's point or message based on one or more of your big ideas. What does the author want you to learn about life from this novel? Try to include one of the words you listed in step one in this statement.

**Step 4:** Find at least one passage and/or quote from the novel that supports your theme statement. Write the passage/quote in the box below.

## *The Great Gilly Hopkins "I Am" Poems*

Directions: Follow the pattern of the "I Am" poem to write a poem about one of the characters from *The Great Gilly Hopkins*

### I Am

I am (choose a character from the novel...Gilly at the beginning or at the end, W.E., Trotter, Mr. Randolph, etc.)

I wonder (something you would be curious about if you were that person)

I hear (a sound (real or imaginary) you would hear if you were that person)

I see (a sight (real or imaginary) you would see if you were that person)

I want (an actual desire that you would want if you were that person)

I am (the first line of the poem restated)

I pretend (something you would actually pretend to do if you were this person)

I feel (a feeling you would have about something imaginary)

I touch (if you were this person, what is something you would imaginarily touch)

I worry (something that would really bother you)

I cry (something that would make you very sad)

I am (the first line of the poem repeated)

I understand (something you would know is true if you were this person)

I say (something you would believe in)

I dream (something you would actually dream about)

I try (something you would really make an effort about)

I hope (something you would actually hope for)

I am (the first line of the poem repeated)

*The Great Gilly Hopkins*

**Character Analysis**

<b>Character</b>	<b>Traits</b>	<b>Round/flat</b>	<b>Static/dynamic</b>
Gilly			
Trotter			
William Earnest			
Miss Ellis			
Mr. Randolph			
Agnes			
Miss Harris			
Nonnie			

## Writing Prompts that can be assigned after reading *The Great Gilly Hopkins*

- Which character do you admire most in the book? Explain your choice.
- Compare one of the characters in *The Great Gilly Hopkins* to another character in another book.
- Compare and contrast yourself and one of the characters in *The Great Gilly Hopkins*.
- An epilog is a short final chapter of a story that discusses what happens after the main action of the story is finished. Write an epilog for *The Great Gilly Hopkins*. Tell what you would have happen to the main characters after the story ends.

# The Great Gilly Hopkins

## Mottos

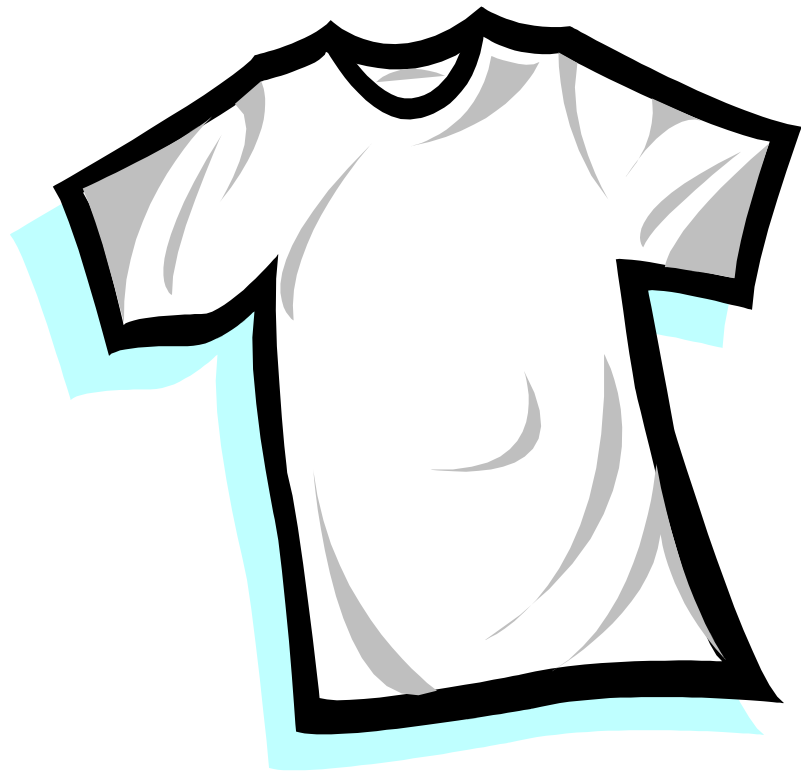
A motto is a word or saying that describes a principle or moral that someone lives by. Some examples are:

- The apple doesn't fall far from the tree.
- Never judge someone until you have walked a mile in his/her flip flops!

Create a T-shirt for two characters from the novel. In the center of each shirt, write a motto that this character would live by.



**Character:**



**Character:**

## The Great Gilly Hopkins Final Test

1. Which of the following is the best overall tone of this novel?
  - a. profound and serious
  - b. lighthearted and touching
  - c. sarcastic and stern
  - d. resentful and angry
2. In the novel, the use of the third person point of view allows the author to -
  - a. share only Gilly's inner thoughts and feelings.
  - b. concentrate on creating unusual characters.
  - c. share what many of the characters are thinking and feeling.
  - d. describe the story's setting in vivid details.
3. The character of Gilly would best be described as \_\_\_\_\_.
  - a. dynamic, flat
  - b. static, flat
  - c. static, round
  - d. dynamic, round

*...Still - the closer she got to "Sarsaparilla" the more her heart carried on like the entire percussion section of a marching band doing "The Stars and Stripes Forever."*

4. What type of figurative language is used in this passage?
  - a. idiom
  - b. metaphor
  - c. personification
  - d. simile
5. What genre is this novel?
  - a. historical fiction
  - b. realistic fiction
  - c. nonfiction
  - d. science fiction
6. Which of the following is part of the resolution of the novel?
  - a. Gilly writes a mean letter to her teacher.
  - b. Gilly realizes her mother isn't going to ever rescue her.
  - c. Gilly steals money from Mr. Randolph.
  - d. Mr. Randolph dies from the flu.
7. When thinking about the writer's style, Katherine Paterson used all of the following except \_\_\_\_\_.
  - a. imagery
  - b. figurative language
  - c. flashbacks
  - d. monologues
8. With whom does Gilly live at the end of the novel?
  - a. her mother
  - b. Trotter
  - c. her grandmother
  - d. Mr. Randolph

*Miss Ellis' eyebrows launched into the twitchy dance they always seemed to at the mention of the words, "my mother."*

9. What type of figurative language is used in this sentence?
  - a. idiom
  - b. simile
  - c. metaphor
  - d. personification
10. What made Gilly's grandmother believe that Gilly's letter she wrote to her mother was true?
  - a. She visited when Trotter was away from the home and Gilly was home alone.
  - b. She visited when Trotter, W.E. and Mr. Randolph were sick, and Gilly was taking care of them.
  - c. She visited and saw how unfair Gilly was treated.
  - d. Gilly's grandmother simply believed her daughter when she said Gilly was in a bad situation.
11. Which statement best expresses Gilly's attitude toward Trotter at the end?
  - a. She resents ever meeting Trotter.
  - b. She realizes that life was good at Trotter's.
  - c. She loves Trotter.
  - d. Both b and c
12. At the end of the novel, the reader can conclude that Gilly will \_\_\_\_\_.
  - a. continue to live with her grandmother
  - b. leave to find her mother again
  - c. tutor W.E. in reading
  - d. get a part time job after school
13. This novel deals with all of the following issues except \_\_\_\_\_.
  - a. hiding hurts
  - b. facing the truth
  - c. outward beauty
  - d. race and religion

*For dinner that night Trotter fried chicken so crisp it would crackle when you bit it, and she beat potatoes into creamy peaks with the electric mixer.*

14. What literary device is used in this passage?
  - a. alliteration
  - b. metaphor
  - c. onomatopoeia
  - d. idiom
15. Which of the following would be the best theme for this novel?
  - a. If at first you don't succeed, try again.
  - b. Beauty is only skin deep.
  - c. Sometimes who or what you really need is right in front of you.
  - d. It pays off to be mean.



16. How is Courtney different from what Gilly expected?

- a. She is much older than what Gilly expected.
- b. She is not as tall as Gilly expected.
- c. She is not as pretty as Gilly expected.
- d. Both b and c

17. Gilly writes to all of the following except \_\_\_\_\_.

- a. Trotter
- b. William Ernest
- c. Miss Harris
- d. Agnes Stokes

*"I'll come back and see you all the time."*

*Trotter stuck her big warm hand underneath Gilly's pajama top and began to rub her back, the way Gilly had often seen her rub W.E.'s. "No, Gilly, baby. It don't work that way. Like I tried to tell you at supper. Once the tugboat takes you out to the ocean liner, you got to get all the way on board. Can't straddle both decks."*

18. What does Trotter mean in this passage?

- a. that Gilly will have to let go of the past and move on into the future
- b. that Gilly will have to come back and visit Trotter every chance she gets
- c. that Gilly will have to take a cruise on an ocean liner
- d. that Gilly will never be able to speak to Trotter again

19. In the end, the reader finds out that Courtney came because \_\_\_\_\_.

- a. Nonnie paid her to
- b. she wanted to
- c. she missed Gilly so much
- d. she needed to find a new job

20. What does Gilly learn about life in the end of the book?

- a. Those who love you can stop loving you in an instant.
- b. Life is tough, but it is worth living.
- c. A foster parent can never love you like they need to.
- d. Being a big sister is extremely hard.

The Great Gilly Hopkins  
Final Test  
Answer Key

Number	Answer
1	b
2	a
3	d
4	d
5	b
6	b
7	d
8	c
9	d
10	b
11	d
12	a
13	c
14	c
15	c
16	d
17	d
18	a
19	a
20	b

# The Great Gilly Hopkins

## Answer Keys

### Chapter 1

<i>Gilly's Traits</i>	<i>Evidence (Action that shows this)</i>	<i>Type of characterization</i>
<b>Conniving</b> <b>Sneaky</b> <b>Rude</b>	<i>Then when the social worker turned her attention back to the traffic, Gilly carefully spread the gum under the handle of the left-hand door as a sticky surprise for the next person who might try to open it. (page 3)</i>	<b>indirect</b>
<b>Not nice - mean</b> <b>Clever</b> <b>Hard to manage</b>	<i>But I am not nice. I am brilliant.. I am too clever and too hard to manage. (page 3)</i>	<b>Direct</b>
<b>Stubborn</b> <b>hard-headed</b>	<i>"No. Can't comb my hair. I'm going for the Guinness Record for uncombed hair."</i>	<b>Indirect</b>

<i>William Ernest's Traits</i>	<i>Evidence (Action that shows this)</i>	<i>Type of characterization</i>
<b>Shy</b> <b>afraid</b>	<i>William Ernest clung to the back of Mrs. Trotter's flowered housedress, shaking his head. (page 5)</i>	<b>indirect</b>
<b>Shy</b> <b>Afraid</b>	<i>William Ernest climbed up behind the huge woman and lay behind her back like a bolster pillow, poking his head around from time to time to sneak another look at Gilly.</i>	<b>indirect</b>

### Chapter 2

- No
- Yes
- Yes - Gilly
- No
- Yes
- No
- No
- No
- 3<sup>rd</sup> person limited to Gilly

<b>Passage</b>	<b>Inference about Gilly</b>
<i>The Nevins's house had been square and white and dustless, just like every other square, white, dustless house...She had been the only thing in the neighborhood out of place...They'd got rid of her. No. She'd got rid of them - the whole stinking lot. (page 8)</i>	When Gilly feels rejected by others, she tends to pretend that she was the one who rejected them. When it says, <i>She'd got rid of them - the whole stinking lot</i> , the reader can infer that Gilly wants to feel in control, so she pretends that she was the one who did the hurting when actually, she was the one who was hurt.
<i>The word "mother" triggered something deep in her stomach. She knew the danger signal...This was not the time to start dissolving like hot Jell-O. (page 9)</i>	<b>At times, when Gilly thinks about her mother, it can make her sad. She tries to suppress these thoughts at the time so she won't get upset. The word "mother" triggers hurt, loss, and pain for Gilly.</b>
<i>Gilly was hungry but thought it better not to seem to enjoy her supper too much. (page 14)</i>	<b>Gilly wants Trotter to think that she is just fine without anything. She does not want Trotter to think that she enjoys any part of her stay. This is part of her defense mechanisms in order to make sure she doesn't get hurt if she must leave Trotter's house later.</b>

## Chapter 3

Page #	Passage	Type of figurative language	What it means
16	<i>She held her head very straight as she sat at the kitchen table and <b>waited for the fireworks.</b></i>	idiom	<b>Waiting for Trotter to cause a scene- to be mad about her hair</b>
18	<i>From the doorway she could hear <b>Old Mother Goose honking over her gosling.</b> "OK, Big Orange, you show 'em down there today, hear?"</i>	<b>metaphor</b>	<b>Trotter is like an old mother Goose because she worries over W.E. like a mother goose would worry over it's gosling.</b>
18	<i>Gilly shook her head, but halfheartedly. She was beginning to feel <b>like an oversharpened pencil.</b></i>	<b>simile</b>	
19	<b>She yanked open the left top drawer, pulling out a broken comb, which she viciously jerked through the wilderness on her head...</b>	metaphor	<b>This metaphor compares Gilly's hair to a wilderness because it is a mess!</b>
19	<i>When despite her assault by comb and scissors a <b>few strands refused to lie down meekly,</b> she soaked them mercilessly into submission.</i>	<b>personification</b>	<b>This is a cool way to say that her hair will not do what she wants it to do.</b>
20	<b>...but she felt heavier with each step- like a condemned prisoner walking an end-less last mile</b>	Simile	<b>This simile just explains that Gilly does not want to go to school. She is dreading it like a prisoner would dread his last mile before execution</b>
23	<b>It kissed the rim but refused to go in for her.</b>	Personification	<b>This is a cool way to say the ball almost went in.</b>

## Chapter 4

The title of this chapter is "Sarsaparilla to Sorcery". This is alliteration. What purpose does this alliteration most likely serve?

- It helps emphasize the name of this book because that is where Gilly found the money. (answer)**
- It establishes a magical mood.
- It allows the reader to remember Gilly's name.
- It creates rhyme.

Turn to page thirty. Find the sentence that contains alliteration on this page, and copy the sentence on the following line.

**I'd turn from gruesome Gilly into gorgeous, gracious, good, glorious Galadriel.**

The alliteration in this line \_\_\_\_\_.

- emphasize how much better Gilly plans to become**
- emphasize Gilly's ability to write to her mother
- allow the reader to remember Gilly's name

## Chapter 5

*Mr. Randolph relaxed. "The word mean has more than one definition, Miss Gilly. Here the poet is talking about humility, lowliness, not" – he laughed softly – "not bad nature."* (page 40)

- Using the passage above from the previous chapter, why do you think this chapter is titled William Ernest and Other Mean Flowers? Discuss why William Ernest would be a "mean flower" and who else in this book may be a "mean flower".

**William Ernest is a very timid and humble child. He may struggle with fitting in or with being social. This makes him "a mean flower" in the sense that Mr. Randolph explains.**

- What is Gilly's plan for Agnes? Why do you think that Agnes allows Gilly to treat her the way that she does?

**Gilly may need to use Agnes later for her own benefit. Agnes is probably searching to fit in and for someone to love and care for her just like Gilly is. She most likely allows Gilly to be mean to her because she longs to have a friend.**

*She took his elbow and guided him carefully down the stairs, taking care not to look back over her shoulder because 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.* (page 52)

- What do you think that this passage means? What exactly is it that Gilly has longed to see all of her life? What is "the plan" that is mentioned in this passage?

**Gilly has most likely longed to see the look of love and the look that says, "I'm proud of you." Kids should receive this type of look from their parents, and Gilly has longed to see that from her mother.**

- Make a prediction about what you think will happen between Gilly, Trotter, and W.E. Explain your prediction by stating why you think this will happen.

**Accept reasonable answers**

## Chapter 6

Using the chart above for help, which clues began this flashback?

- a. a sound
- b. an odor
- c. **a related setting**
- d. a dream or daydream

What is the purpose of this flashback?

- a. to give us more information about Gilly's conflict
- b. **to give us more information about Gilly as a character**

What do we learn about Gilly from this flashback?

- a. She struggles in school.
- b. She is very bright
- c. She wants to be in charge.
- d. **Both b and c**

## Chapter 8

What is a woolly mammoth? An extinct species of mammoth. They were close relatives of the elephant, very large, with long, curved tusks.

They lived during the Ice Age.

What is a glacier? A slowly moving mass of ice

What does it mean to say that the woolly mammoth is deep in a glacier? The mammoth was frozen inside a glacier.

What is wrong with Gilly at this point in the book? She is trying to run away to her mother's house and she has just gotten caught by the authorities. Trotter is there to take her home. Gilly always seems to know what to do, but in this situation, she does not know what to do.

What does it mean to say that her brain was frozen in her skull like a woolly mammoth deep in a glacier? Her brain seems to not be working. She cannot think of a way to get out of her predicament. It's as if her brain is the woolly mammoth, wanting to be free, but it's surrounded by ice, so it can't move. She cannot think of a way out of her situation.

## Chapter 10

1. List some things that Trotter has done for Gilly to make Gilly see her in a new light.

**Trotter comes after her at the bus station.  
Trotter refuses to press charges against Gilly or have her locked up. She insists on taking Gilly home.  
Trotter has an argument with Miss Ellis and shows Gilly she cares for her because she says "I ain't giving her up. Never!"  
Trotter tells Gilly about her mother – "If she knowed you – if she just knowed what a girl she has – she'd be here in a minute." (page 96)  
Trotter allows Gilly to earn the money that was needed to pay back Mr. Randolph.  
Trotter kisses her on the forehead after Gilly gives W.E. a "boxing lesson."**

2. How is Gilly changing?

**Gilly is beginning to realize that Trotter does care for her. She is beginning to see W.E. as a person, and as a little brother. She wants to help him defend himself. This shows that she is changing because in the past, Gilly was only concerned about using people –not helping them. It is evident that she is beginning to care for Trotter and Mr. Randolph because she takes care of them when they are sick. For once, she puts others before herself.**

3. If you could give Gilly some advice right now, what would you say to her?

**Accept reasonable answers.**

4. What do you think about Gilly's grandmother?

**Accept reasonable answers.**

5. Predict what you think will happen next.

**Accept reasonable answers.**

# Chapter 11

Gilly - (sample answer) at too big for her britches foster child who tried with all of her might to hide all of her hurts.

## Personification

Write the definition of the word personification. Giving "person traits" to something that is not a person.

How does the word "person" give you a clue as to the meaning of personification?

You give traits that a person has or actions that a person does to something that is not a person.

Find examples of personification in this chapter by completing the following chart.

Page #	What is being personified	Sentence (Write the sentence that contains the personification.)
118	Gilly's heart	<u>Gilly's heart gave a little spurt and flopped over like a dud rocket.</u>
119	Miss Ellis' Eyebrows	<u>Miss Ellis' eyebrows launched into the twitchy <u>dance</u> they always seemed to at the mention of the words; "my mother."</u>

# Chapter 12

*To be herself, to be the swan, to be the ugly duckling no longer.* Think about what happens in the story *The Ugly Duckling*. How is Gilly like the ugly duckling?

(Sample Answer) In *The Ugly Duckling*, the duckling loses its mother. It is lost and has very poor self-esteem because others make fun of it. This is Gilly's situation. She longs to be found with her mother, and just like the ugly duckling, she wishes in the end to turn out whole and beautiful.

*Cap O'Rushes, her disguise thrown off* - **Accept Reasonable Answers**

*Cinderella with both slippers on her feet* - Think about the Cinderella story. What is Cinderella like with both slippers on her feet? What is she like with only one slipper? Why does Gilly feel as if she has only one slipper?

(Sample Answer) With both slippers, Cinderella is where she belongs. She is beautiful and happy at the ball with the prince. With only one slipper, she has turned back into her rags and is trying to run away. Gilly feels as if she only has one slipper because she wants to find her place and become happy with what she has always wanted - her mother.

*Snow white beyond the dwarfs* - Thinking of the story *Snow White*, who is Snow White while she is with the dwarfs? Who does she become once she leaves the dwarfs? Why does Gilly feel like she is still with "the dwarfs"? Who are Gilly's "dwarfs"?

(Sample Answer) With the dwarfs, Snow White finds her identity in them. She waits on them, cleans for them, and works for them because they provide her with a place to stay. Snow White leaves the dwarfs because she has found her prince. She has found happiness, therefore, no longer relying on the dwarfs to provide meaning and happiness for her life. Gilly wants to find her happiness and meaning with her real mother.

## Idioms

**Idioms are made up of words used in a special way that are different from their literal meaning. In other words, they do not mean what they say!**

*"No, Gilly, baby. It don't work that way. Like I tried to tell you at supper. **Once the tugboat takes you out to the ocean liner, you got to get all the way on board. Can't straddle both decks.**" (page 128)*

Explain what the bolded idioms in this passage mean.

(Sample Answer) Once you leave, you've got to do your best and not look back. You can't have your heart here and be present there. You have to put your whole heart into where you're going and give it a shot.

## Chapter 13

### Gilly's Grandmother

Her words tell you that she is... (Go back and look at the dialogue on pages 131-134.)

"Would you like to turn on the radio?" This shows that she is concerned about making Gilly happy. She is nice. "I'd hoped you'd be glad to come with me. I'm sorry." This shows that she was genuinely looking forward to Gilly coming with her and that she wants Gilly to like her.

Her looks tell you that she is... (Go back and read the description on page 107.)

Small, plump woman - gray hair - coat which was a little too long to be fashionable - carried a slightly worn black alligator bag... This tells us that she is an older woman. She is not a health nut because she's plump. She is not worried about keeping up with fashion trends or doesn't have a lot of money.

Her behavior tells you that she is

Her behavior tells us that she is polite and seems to be genuinely concerned for Gilly and her happiness and well-being.

## Chapter 14

Letter to:	Date
To W.E. from Gilly	December 5
To Gilly from Miss Harris	December 7
To Gilly from W.E.	December 10
To Miss Harris from Gilly	December 15
To W.E. from Gilly	December 16
To W.E., Trotter, and Randolph from Gilly	December 17

How much time has passed since Gilly has been at her grandmother's house?

At least 13 days

Based on the letters, what can you infer about how Gilly feels at her grandmother's house?

She seems to be doing well. She is evidently getting along with her grandmother because she is calling her Nonnie, so they must be developing a good relationship. She is positive and has a good attitude, unlike the way she was in the beginning of the book.

What do you think Gilly is lying about in the letters?

The horses

## Chapter 15

**Step 1:** List words that express the big ideas or topics from the novel. For example: acceptance is a word that could be used to express a big idea in this novel because Gilly is searching for acceptance from her mother throughout the book. List other words that express big ideas or topics in the box below. Think about the interactions among all of the characters when deciding on these words.

(Sample answers) family, rejection, abandonment, identity, love, disappointment, prejudice, life

**Step 2:** Think about what the characters in the novel do and say that relate to the topics you listed above.

**Step 3:** Come up with a statement of the author's point or message based on one or more of your big ideas. What does the author want you to learn about life from this novel? Try to include one of the words you listed in step one in this statement.

(Sample answer) Sometimes life isn't fair. You may face rejection and disappointments, but when you learn to be yourself and love yourself, life is worth living.

**Step 4:** Find at least one passage and/or quote from the novel that supports your theme statement. Write the passage/quote in the box below.

(sample) page 147-148 "Sometimes in this world things come easy, and you tend to lean back and say, ' Well, fianally, happy ending. This is the way things is supposed to be.' Like life owed you good things."..."But you just fool yourself if you expect good things all the time. They ain't what's regular - don't nobody owe 'em to you."

-Trotter

**The Great Gilly Hopkins Character Analysis \*These sample answers are debatable.**

Character	Traits	Round/flat	Static/dynamic
Gilly	stubborn smart tough independent sassy clever sneaky	round	Dynamic
Trotter	loving caring religious respectful determined experienced level-headed	round	static
William Earnest	shy naïve afraid loving	round	dynamic
Miss Ellis	no-nonsense business like	flat	static
Mr. Randolph	kind intelligent humble respectful	round	static
Agnes	follower	flat	static
Miss Harris	smart motivating	flat	static
Nonnie	kind caring	flat	static



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