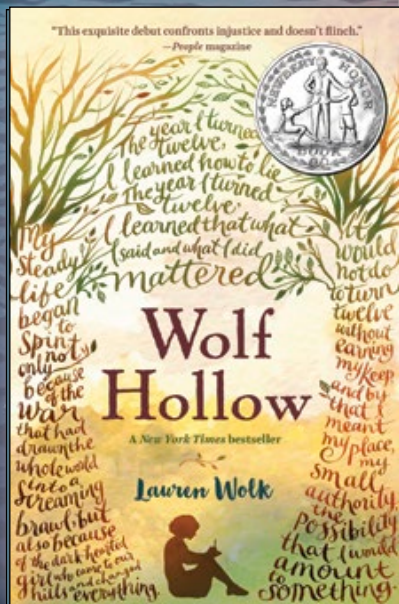
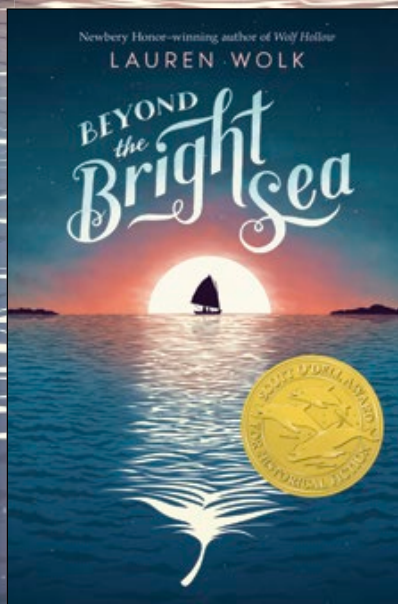


AUTHOR STUDY FOR THE WORKS OF LAUREN WOLK



A NEWBERY
HONOR BOOK



A SCOTT O'DELL
AWARD WINNER



NEW FROM
LAUREN WOLK!



N*ew York Times* bestselling author **LAUREN WOLK**, recipient of the Newbery Honor and Scott O’Dell book award for historical fiction, is also a poet, artist, and editor. Wolk skillfully brings the past to life in three historical fiction novels that are included in this study: *Wolf Hollow*, *Beyond the Bright Sea*, and *Echo Mountain*.

Through Wolk’s gift of language, readers get to experience life as it was in a different time. The settings of each story become a powerful character in their own way. From the wildness of the sea to the cradle of a hill farm to the mystery of a mountain, Wolk gives each setting its own unique personality.

Through these books, readers are also introduced to three strong, courageous heroines. Their trials, tribulations, transformations, and innermost thoughts provide readers with opportunities for meaningful connections to each character. With these stories, students will gain a deeper understanding about how events from the past have shaped our world today, and how compassion and empathy can change lives.

This guide contains resources and activities that have been developed to support novel studies, as well as an author study that taps into Lauren Wolk’s soulful writing style. These resources can be used independently or as a themed unit, and Wolk’s books can serve as an exquisite model for writing in the form of mentor texts. Learning targets in this guide span academic tasks as well as social emotional learning. Activities have been created to meet the needs of all learners through interdisciplinary lessons and project-based tasks that encourage critical thinking skills.

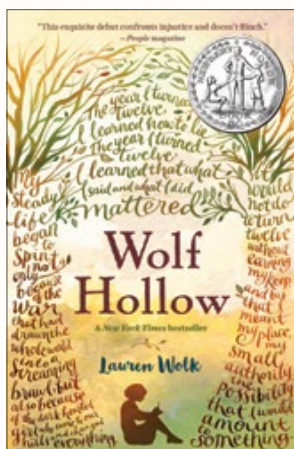
These texts are recommended for readers age 8 and above, based on student reading and interest level as well as teacher judgment. Teachers know their students best! Common Core State Standards can be adapted to grade level and classroom needs.



This author study was written by Room 228 LLC, with Kelly Hoover as lead educator. Room 228 feels these books are a gift to the social emotional well being of young people.

WOLF HOLLOW

BY LAUREN WOLK



Set in 1943 in a rural Pennsylvania farming community, this novel introduces us to Annabelle, who knows right from wrong, but also learns how to tell a lie to her parents. We also meet Betty, an unyielding bully, and Toby, a drifter home from the war. Through these relationships, Annabelle will grapple with bullying, injustice, and finding her own voice. Readers, along with Annabelle, will confront the heart-wrenching question, “Is doing the right thing enough to save a friend?”

Each story included in this author study will encourage readers to reflect on their own opinions and perspectives. The Perspective Survey introduces some powerful ideas from each text and asks students to thoughtfully consider, reflect on and give their own opinions and perspectives for each one. Having students interact with the text in this way before diving into the reading helps students connect personally to the text, which strengthens understanding and interest.

Prior to reading the text, students can gauge their own feelings toward these statements by agreeing or disagreeing with them. This activity will provoke students to be truthful in understanding and sharing their own thoughts, ideas, opinions, misconceptions, and prejudices throughout the process of reading this novel. Following the story, students can revisit these questions and analyze their initial response to each belief statement. Perhaps there has been an observable change in one of their belief systems, or perhaps the text has validated their own moral compass?

CONDUCT A PRE- & POST- READING PERSPECTIVE SURVEY: Can be used in a small group setting, in individual work, or as a whole class activity. Ask students whether they agree or disagree with the following statements:

- Some secrets are okay to keep from your parents.
- There is a difference between someone being rude and someone being a bully.
- I have been threatened or hurt by someone at school.
- You can tell a lot about a person by the way they look.
- War can change a person.

CCSS.ELA-LITERACY.W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SEL: Social Awareness, Empathy, Perspective Taking

WOLF HOLLOW ESSENTIAL QUESTIONS

1. How did the time period impact the story? How would this story be different if it were set in 2019?
2. How did Wolf Hollow get its name?
3. Why do you think Toby likes to take pictures with the camera? What is discovered on the roll of film and why is this important? What do the pictures hanging in Toby's smokehouse tell us about him?
4. How does Annabelle's family feel about the soldiers fighting in the war? How do we know?
5. What does Toby leave for Annabelle to find? What does this mean or represent?
6. What, if anything, surprises you about the book's ending? Why do you think Wolk chose this ending to the story?

OPERATION GRATITUDE

Toby was a veteran of World War I. Like many veterans, he had a difficult time after the war and found it hard to adjust to life back home.

Operation Gratitude is a program that helps get letters of thanks to our veterans. As a class, take time to write individual letters to a deployed soldier who is currently overseas and away from home or to a veteran who served our country in the past. This is a great opportunity to express your thanks and admiration for their service. For mailing information visit info@operationgratitude.com.

CCSS.ELA-LITERACY.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SEL: Social Awareness, Empathy, Perspective Taking

EXPLORING SYMBOLISM IN WOLF HOLLOW

Lauren Wolk uses powerful symbolism in this story as a way to help us gain deeper insight to the characters and events. Symbols take readers even deeper into a story. Reflect on the following symbols and their layered meanings below. You may find more than one meaning to each symbol, so be sure to use evidence from the text to support your thinking. Share your ideas with a partner to see if they have the same perspective, or if they see a symbol differently. Why might two people see something differently?

Symbol	What does it reflect or represent?	How does this help your understanding?
A wolf		

Toby's guns		
Toby's camera		
Betty in the poison ivy		
Turtle Rock		
The well		

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CONTINUED DEBRIEFING: MAKE A CLASSROOM PLEDGE TO END BULLYING

After reading *Wolf Hollow*, discuss the different scenes where characters were bullied by Betty. Invite the students to discuss different outcomes or solutions to these scenarios. Encourage the class to brainstorm effective ways to stop bullying behavior. Together, create an anti-bullying contract. This contract will be a pledge that each student takes to not act as a bully and not to stand by silently if they see someone else being bullied.

For suggestions or examples of anti-bullying pledges, see here:

<https://www.pinterest.com/rivers101/anti-bullying-pledge/>

CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

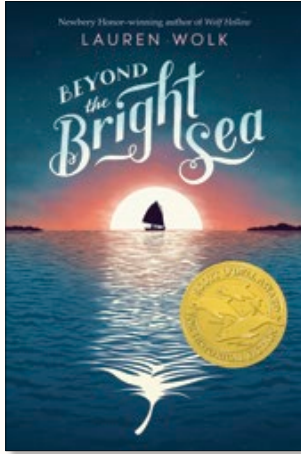
CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SEL: Social Awareness. Empathy, Perspective Taking

SEL: Responsible Decision Making. Identifying problems, Analyzing Situations, Solving Problems, Reflecting.

BEYOND THE BRIGHT SEA

BY LAUREN WOLK



Beyond the Bright Sea is a heartfelt adventure story about Crow, a twelve-year-old orphan who begins to search for her roots. Spying a fire across the sea jump-starts this journey for Crow and leads her on a mysterious and sometimes dangerous trail of self-discovery and belonging.

Prior to reading the book, *Beyond the Bright Sea*, ask students to utilize this Pre & Post Reading Perspective Survey. This same survey will be used following the story. This provides students with an opportunity to reflect on their thoughts and opinions to see if any perspectives have shifted.

PRE- & POST- READING PERSPECTIVE SURVEY

Ask students whether they agree or disagree with the following statements:

- We don't choose our family. Family is determined by blood relation and common ancestors.
- If I heard about a buried treasure where I live, I would go hunting for it.
- It is impossible for anyone to truly own the land.
- We should avoid people who look different from us. They may be dangerous.
- The more we learn about our family's history, the more we learn about ourselves.
- Our destiny is already determined by the time we are born.
- If someone is born into a poor family, they will always remain poor.

CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SEL: Social Awareness, Empathy, Perspective Taking

BEYOND THE BRIGHT SEA ESSENTIAL QUESTIONS

1. How did Crow get her name?
2. How do other people on Cuttyhunk treat Crow? Why?
3. What else did Osh find when he first found Crow as a baby in the skiff? Why does he hide this from Crow at first?
4. What does the letter from Dr. Eastman reveal? Explain how this supports or changes Crow's thinking.
5. Crow made a key discovery in one of the little cottages on Penikese Island. Name what it was and describe why this was a pivotal moment and had great meaning for Crow.

BUILDING BACKGROUND KNOWLEDGE ACTIVITY

Help students build background knowledge about the setting, both time and place, prior to reading *Beyond the Bright Sea*. Use the following resources to read about and research the Elizabeth Islands, Cuttyhunk, and Penikese Islands, as well as what life was like in 1925.

1. Break students up into small teams of 3-4 students and provide each team with access to the research links or articles and maps.
2. Together, teams will analyze the relation of the Elizabeth Islands to Massachusetts. They will use the maps as a reference throughout the story.
3. Students in each team will read one of the numbered articles independently and then share their learning with the team to gain background knowledge about the upcoming story.
4. Finally, with their teams, students will take turns sharing and responding to the background knowledge reflection questions.

BACKGROUND KNOWLEDGE RESEARCH RESOURCES

Note: this background research can be done pre- or post-reading, pending the scaffolding needs of your students.

Map of Massachusetts & the Elizabeth Islands: <https://itouchmap.com/?d=614535&s=MA&f=island>

Cuttyhunk Island facts: https://kids.kiddle.co/Cuttyhunk_Island

The First Leprosy Patients Arrive on Penikese Island: <https://www.massmoments.org/moment-details/first-lepers-arrive-on-penikese-island.html>

Information about Leprosy: <https://kids.britannica.com/kids/article/leprosy/599026>

BACKGROUND KNOWLEDGE RESEARCH REFLECTION QUESTIONS

- How does our home shape us or influence our actions/thinking?
- Would living on an isolated, private island have an impact on your personality, relationships, or goals? Explain.
- Why were the people with leprosy isolated on the island? How did this separation impact them? How did it impact others on the mainland?
- What predictions can you make about the plot of *Beyond the Bright Sea* based on the research?

CCSS.ELA-LITERACY.RL.4.7

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

SEL: Social Awareness, Empathy, Perspective Taking

POETRY WRITING

WHERE I COME FROM...

In this activity, students will explore and describe where they come from in a creative and unique way. This activity gets to the heart of the themes in *Beyond the Bright Sea* as it encourages students to embrace their family, home, lives, and personal histories.

Until the night Crow saw a fire burning on Penikese Island, she was content with her own history, as far as she knew it. Crow was set adrift in a small skiff when she was just an infant. She was discovered by Osh, who found her and raised her as his own. *Beyond the Bright Sea* takes us on a journey of self-discovery for Crow as she finds out where she came from.

1. While reading, make a list of the people, places, and things that are important to Crow.
2. Use the graphic organizers to list the important people, places, and things *in your own life*. Try to list or rearrange these items in order of importance to you.
3. Begin writing using the sentence frame, *I come from...*
4. Think of a creative ending statement that will tie the poem together.
5. Read examples for inspiration.

WHERE I COME FROM POETRY GRAPHIC ORGANIZERS:

Special People	What I like to do with them/what they do for me

Special Places	What I like to do there

Special Things	What I like to do with them

Once students have completed their own poems, challenge students to write Where I Come From poems from the perspective of one of the characters in *Beyond the Bright Sea*. What do we learn about the characters from reading their Where I Come From poems? What emotions are evoked?

VISUALIZING OSH & CROW'S HOME

At the beginning of Chapter 2, we are given a vivid description of the home Osh and Crow share. Have your students use this information to visualize what the cottage looks like, and how it was built from items Osh salvaged from shipwrecks. Let your visualization inspire an illustration of Osh and Crow's cottage. Use the text for evidence and label at least three elements of the house that are described in the book. When finished, ask students to share how living in this cottage might have influenced their lives.

CCSS.ELA-LITERACY.RL.4.3

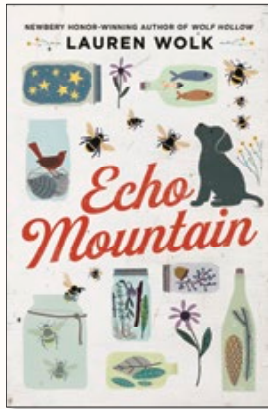
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

ECHO MOUNTAIN

BY LAUREN WOLK



In the era of the Great Depression, Ellie's family has fallen on hard times and is forced to leave their town and move to the mountains. Here, they must rebuild their own home and learn how to function without the help of their dad following an awful accident. While the rest of the family is at odds with their new mountain life and hardships, Ellie falls in love with her new surroundings and finds adventure, friendship, intrigue, and hope in new and unexpected ways.

This soulful story confronts injustice, tragedy, discrimination, and self-discovery.

Students will use the Reading Perspective Survey before and after reading *Echo Mountain*. Before reading the story, students can answer the questions independently or in a small group setting. Throughout the reading, they are encouraged to reflect on these statements and their responses. Following the story, students can revisit their survey to determine if their feelings and perspectives have changed.

PRE- & POST- READING PERSPECTIVE SURVEY

Ask students whether they agree or disagree with the following statements:

- It is impossible to know or understand somebody based on their physical appearance alone.
- It's important to speak up if you have been blamed for something you didn't do.
- People who build their own homes own the land around the home, too.
- Sometimes it is more important to be kind than to be right.
- Grief can cause people to act in unexpected ways.

CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SEL: Social Awareness, Empathy, Perspective Taking

ECHO MOUNTAIN ESSENTIAL QUESTIONS

1. Why does Ellie's family move to the mountain? How is their life similar and different from what it used to be?
2. What happened to Ellie's dad? Explain how this impacted the family and their relationships with each other.

3. Why does Ellie accept the blame for her dad's accident even though it wasn't her fault? Have you ever taken the blame for something you didn't do? Explain.
4. Who is 'The Hag?' Why does she choose to live on the mountain? How do people view her over time? Do you think their judgments are fair? Why or why not?
5. What did Ellie name the top of the mountain? Why?

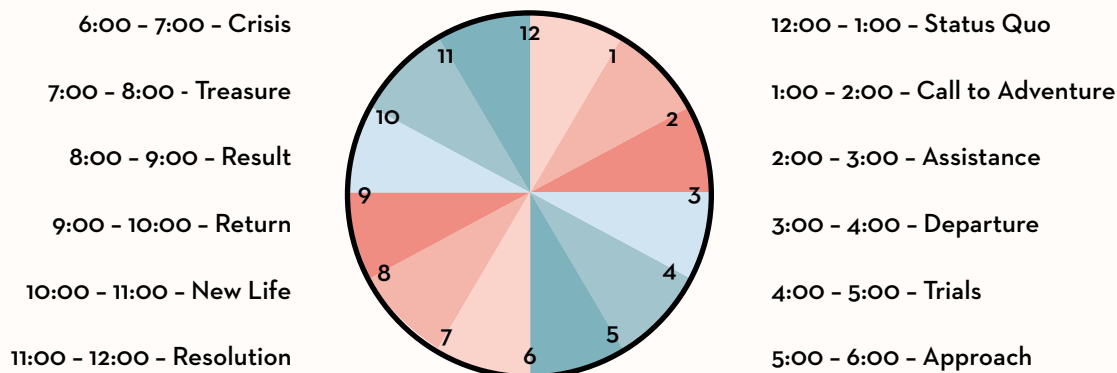
THE HERO'S JOURNEY

Lauren Wolk's writing helps us discover true heroes in seemingly regular people or characters by developing the character's social emotional development through their journey. In *Echo Mountain*, we meet Ellie, who shows acts of bravery and heroism in a number of different ways throughout the whole story. Ellie's social emotional growth throughout the novel can also be seen by her interactions with other characters along her Hero's Journey.

The Hero's Journey is a popular story structure that takes a character through roughly 12 common stages to becoming a hero. This structure has been popularized by a scholar, Joseph Campbell, who studied mythology and storytelling around the world. It is believed that when our beloved characters truly listen and follow their hearts, they embark on this transformative journey.

Use this adapted Hero's Journey to help students analyze the main character Ellie in *Echo Mountain*. Although Ellie is an unlikely hero when the story begins, this exercise will highlight her social emotional growth—how she overcame her circumstances to demonstrate courage, selflessness, grit—to become the story's heroine. (This activity can be applied to all 3 texts. The trials of Crow and Annabelle can also be analyzed using this structure.)

1. It can be helpful to think of the Hero's Journey as a clock. Draw a blank clock on the board to help facilitate this conversation with students. Label the following points on the clock:



1. Share the following TED-Ed Talk with students to gain background knowledge about the Hero's Journey:

What Makes a Hero TED-Ed Talk:

<https://www.youtube.com/watch?v=Hhk4N9A0oCA>

2. This story structure will be used to analyze Ellie's journey in *Echo Mountain*. In teams, students will make a Hero's Journey poster. They will begin with a large clock, correctly labeled, in the middle of their poster paper. Students will work together, by meeting at various times throughout the text reading, to use evidence from the book to support each point of Ellie's journey as it applies to the points on the hero's clock. Students can decide how to write and illustrate each stage of the Hero's Journey on their clock and poster paper. It is important to cite evidence from the text to support ideas and connections. Teams will share posters when finished.
3. Extend this learning by applying the structure to the other books and stories in this author study. For text-to-self connections, the Hero's Journey can also be applied to your students' favorite books, movies, and their very own personal life stories!

CCSS.ELA-LITERACY.RL.4.9

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

SEL: Relationship Skills. Communication, Teamwork

CHARACTER ANALYSIS: STATIC OR DYNAMIC

Every story introduces us to different types of characters. The most common types of characters are dynamic and static characters. Dynamic characters are the ones who change throughout the story. In contrast, static characters remain the same throughout most of the story. Wolk's choice to introduce readers to varying types of characters in *Echo Mountain* challenges young readers to take a deeper look at a writer's craft and the choices they make throughout the writing process.

Encourage students to reflect on the rich characters we are introduced to in *Echo Mountain*; how Wolk's masterful writing brings them to life through their physical appearances, thoughts, and actions; what we, as readers, learn from them, and why Wolk might make the choices she makes when creating these specific types of characters.

Guide students in sorting these characters into two categories: dynamic characters and static characters. While this addresses a character's story arc, it simplifies the concept by having students consider if a character is the same at the end of book as they were when the story started. Explain your thinking using evidence from the text to help model this activity for students.

Character Name	Dynamic Character	Static Character	Evidence from Text
Ellie			
Ellie's dad			
Ellie's mom			
Esther			
Samuel			
Larkin			
Cate			

Students can share findings from this assignment with partners. Discuss the following questions:

1. Why are *both* types of characters critical to a story's rhythm and development? What do we learn from them?
2. How does Lauren Wolk's writing style help you connect to both static and dynamic characters?
3. Are there periods of time in your life when you feel as if you have been static? Are there other periods where you have been dynamic? Share examples.

CCSS.ELA-LITERACY.RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)

MAKING CONNECTIONS THROUGH LAUREN WOLK'S BOOKS

Now that students have had the opportunity to engage with these memorable texts individually, they can synthesize their learning through activities that combine all three novels. These culminating experiences will highlight common themes, characters, and connections among *Wolf Hollow*, *Beyond the Bright Sea*, and *Echo Mountain*.

JOURNAL PROMPTS FOR TEXT-TO-SELF CONNECTIONS

Below are powerful excerpts from three of Lauren Wolk's novels that will serve as engaging journal prompts to inspire student writing and self-discovery.

As you read these excerpts, think about how the character is feeling or what they are going through in that moment. Have you ever felt the same way, or had a similar situation occur? As you reflect on this, use your journal to write about your own experience and how you relate or connect to the character. Select the excerpt that speaks to you or feels the most familiar for your journal writing.

ECHO MOUNTAIN, P. 16 – I myself was two opposite things at the same time. One: I was now an excellent woods-girl who could hunt and trap and fish and harvest as if I'd been born to it. Two: I was an echo-girl. When I clubbed a fish to death, my own head ached and shuddered. When I snared a rabbit, I knew what it meant to be trapped. And when I pulled a carrot from the sheath of its earth, I, too, missed the darkness.

There were times when this two-ness made me feel as if I were being stretched east and west, my bones creaking and crying as they strained back toward one.

JOURNAL PROMPT – Here, Ellie describes feeling torn or having conflicted feelings. Have you ever felt as if you were two opposite things at the same time? Describe your own two-ness.

BEYOND THE BRIGHT SEA, P. 86 – “It's all very confusing, I know. Like standing in a hurricane. You have to find a way to step back a little, so you're looking at the storm and not caught up inside it. Otherwise, you might run headlong into something worse.”

JOURNAL PROMPT – Osh helps Crow understand that sometimes we need to step back and gain perspective in order to solve a problem. When was a time when you felt overwhelmed, like you were standing in a hurricane? How did you gain perspective in order to focus on your self-awareness and emotional regulation?

WOLF HOLLOW, PROLOGUE – The year I turned twelve, I learned how to lie. I don't mean the small fibs that children tell. I mean the real lies fed by real fears – things I said and did that took me out of the life I'd always known and put me down hard into a new one.

JOURNAL PROMPT – Have you ever felt like you had to tell a lie, a real lie, like Annabelle decides to tell? Describe that situation and how you felt. Are you glad you made the choice you made or would you do things differently if you could go back to that moment in time?

CCSS.ELA-LITERACY.W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SEL: Responsible Decision Making. Identifying problems, Analyzing Situations, Solving Problems, Reflecting.

Q&A WITH LAUREN WOLK

WHICH OF YOUR MAIN CHARACTERS IS MOST LIKE YOU AS A KID (ANNABELLE, CROW, OR ELLIE)?

There's some of me in each of these characters, and some of each of them in me, but I'm most like Ellie, wanting to make everyone well, happiest in the wilderness, and sometimes overwhelmed with feeling what others feel.

WHAT CAN HISTORICAL FICTION TEACH US ABOUT THE PRESENT?

The world is always changing, and so are its people, but some things stay the same. Among them: our senses, emotions, and imagination. They link us across time, space, heritage, and experience. Historical fiction can help to remind modern readers that it is important to shut out the chaos and warp speed of our hi-tech world and focus on the simple, basic elements of the natural world and of our own selves.

DESCRIBE EACH OF YOUR BOOKS IN FOUR WORDS EACH.

Wolf Hollow: Courage can be complicated.

Beyond the Bright Sea: Decide who you are.

Echo Mountain: Wildness is a blessing.

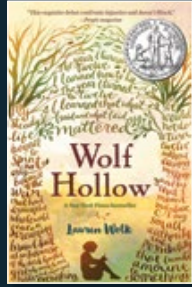
WHICH SETTING WOULD YOU RATHER LIVE IN: A HOLLOW, AN ISLAND, OR A MOUNTAIN?

That's a tough one, but I'd have to choose the island. I love life by the sea.





LAUREN WOLK is an award-winning poet, artist, and author of the adult novel *Those Who Favor Fire*, the Newbery Honor-winning novel *Wolf Hollow*, the Scott O'Dell Award-winning *Beyond the Bright Sea*, and her latest middle grade novel *Echo Mountain*. She was born in Baltimore and has since lived in California, Rhode Island, Minnesota, Canada, and Ohio. She now lives with her family on Cape Cod.



A NEWBERY
HONOR BOOK



A SCOTT O'DELL
AWARD WINNER



NEW FROM
LAUREN WOLK!

PRAISE FOR LAUREN WOLK

“Trusting its readers implicitly with its moral complexity, Wolk’s novel stuns.”

—Kirkus, starred review of *Wolf Hollow*

“The narrative is powerful, complex, and lifelike. . . a truly moving debut.”

—School Library Journal, starred review of *Wolf Hollow*

“Wrenching and true. . . comparisons to Harper Lee’s *To Kill a Mockingbird* will abound. But Wolk gives us her own story—one full of grace and stark, brutal beauty.”

—New York Times Book Review on *Wolf Hollow*

“Wolk movingly expresses Annabelle’s loss of innocence through the honest, clear voice of her protagonist.”

—Publishers Weekly, starred review of *Wolf Hollow*

“Perfectly pitched to be used in classrooms.”

—Booklist, starred review of *Wolf Hollow*

“Creating mystery and suspense in an unusual setting, Newbery Honor-winner Wolk spins an intriguing tale of an orphan determined to find her roots, set in the 1920s. . . Crow is a determined and dynamic heroine with a strong intuition, who pieces together the puzzle of her past while making profound realizations about the definition of family.”

—Publishers Weekly, starred review of *Beyond the Bright Sea*

“A stellar story full of heart, action, and emotion that will make readers feel like they are a part of Crow’s family.”

— School Library Journal, starred review of *Beyond the Bright Sea*

“[A] hauntingly beautiful sea song of a historical novel. . . . As Crow searches for clues to her origins, this soulful book turns into a riveting adventure.”

— Scholastic Teacher on *Beyond the Bright Sea*

