

Glory Be

By Augusta Scattergood

About the book:

For Gloriana June Hemphill, life in Hanging Moss, Mississippi, is filled with doodlebugs, iced tea, and fireworks on her birthday, the Fourth of July. But the summer of 1964 is different. Glory, as everyone knows her, is eager to turn twelve. There are times, though, when she wishes she could turn back the clock a year. Maybe it's the new girl from the North—with her black socks and clodhopper sandals—that's got everyone out of sorts. Or maybe it's the debate about whether or not the town should keep the segregated public pool open. It seems the answers to Glory's questions about the pool keep changing. Now she's got to summon the courage to find out what's really true and who's lying. In the tradition of American Southern storytelling, author Augusta Scattergood has drawn on real-life events to create a memorable novel about family, friendship, and choices that aren't always easy.

Note: the Standards used in this guide are examples from the fifth grade. If teaching another grade, you may want to visit the Common Core State Standards website (www.corestandards.org) to locate the equivalent standards for your grade.

Speaking and Listening Standards

Comprehension and Collaboration

1a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Pre-reading Activity:

Have students mark their opinion of the following statements below. Then, place posters around the four corners of your room that correspond with the rankings

Statement:	Strongly Disagree	Disagree	Agree	Strongly Agree	WHY I think this:
Kids from different backgrounds can come together as friends.					
Friends always agree.					
It's brave to stand up for what's right.					
Sometimes adults are wrong, too.					
Even a kid can make a difference.					

Discussion guide:

1. List everything you learn about Glory in chapter one. What's worrying her?
2. Explain what J.T. and Jesslyn were arguing about at the pool. Why is it so important to Glory?
3. Who is Laura Lampert? Why does Glory have "a lot to teach this girl about Hanging Moss, Mississippi?" (p.18)
4. Who is Emma? Why is she so important in Glory's life? What can you infer about Emma after reading the description of her in chapter four? Why is it important to the story?
5. Describe how Glory's relationship with her sister has changed in the last year? Does this always happen with siblings?
6. What lie is Jesslyn telling her father? Should Glory tattle or not? How does she know the truth? How do you know when it is right to tell and when it is right to keep a secret?
7. Despite the fact that Frankie is Glory's best friend, she is not real pleased with him this summer, especially after their discussion about Yankees. Contrast Glory's family to Frankie's on this issue.
8. Describe how the evening went between Glory and her new friend, Laura. Would you be more like Glory or Laura? Why?
9. Summarize what happened when Frankie and J. T. show up to play baseball and find Laura there too.
10. Explain why the pool is suddenly closed in the middle of summer. Why is it especially hard for Glory? Who is lying about the pool's reason for being closed? Why?
11. What would some members of the town like Miss Bloom to do at the library? What does she think of the idea? What does she encourage Glory to do about her strong opinions on the topic?
12. What is Emma trying to teach Glory when she says, "A fish that never opens his mouth won't get caught." (p. 75) How does it apply to the letter to the editor? What is the point of Glory's letter to the editor? Find a piece of evidence that supports your opinion.
13. Glory tells Emma that she'll be in the library all day knowing that she can't check on her. Why is that?
14. How does Glory end up going along with Jesslyn and Robbie? How do they react to her as a stowaway? Where do they end up that day? What story does she learn about Robbie along the way? Can an important secret like this be kept forever? Who does she eventually trust with it?
15. Describe people's reaction to Glory's letter to the editor especially her father, sister and Mrs. Simpson's.

16. When the novel opens Glory calls Frankie her best friend but by the end of chapter twenty she says, “I vowed never to speak to that hateful Frankfurter Smith if I lived to be a hundred.” Why? Do all friendships hit rough patches like this? What does Frankie believe about Laura? How can it not possibly be true?
17. Characters are revealed by the choices they make, the words they say, and what others say about them. What does the reader learn about the members of the Smith family? How does the author show us what they are like?
18. Create a list all the important events that happen on the Fourth of July. Then, list the effects of those events.
19. How does Glory try to get Jesslyn’s forgiveness? Does it work? Miss Bloom told her that, “in a few years, everybody’ll be wondering what the fuss was all about.” Is this true? Is there anything that is happening today that could have a similar reaction down the road?
20. What did Glory learn over the summer? What did you learn from reading Glory’s story?

Projects:

Writing

Text Types and Purposes

W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

Art:

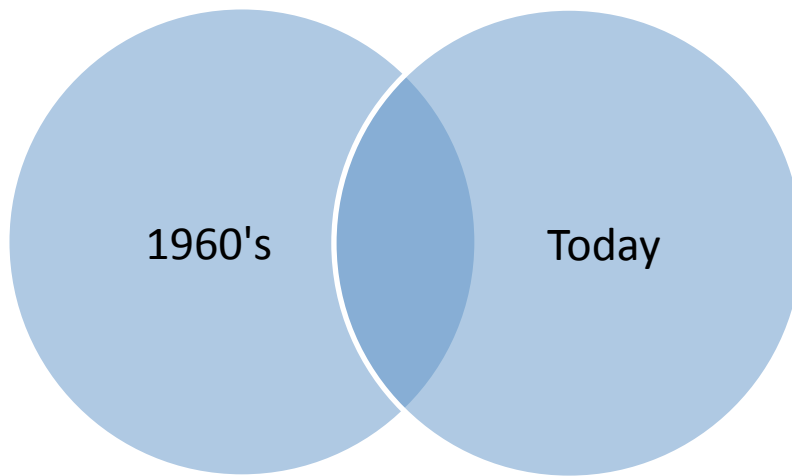
Create a piece of art inspired by the scene that you think best shows what it is like to live in Hanging Moss, Mississippi in the summer of 1964. Explain in a well-developed paragraph why you chose this scene. Also, be sure to inform us why you picked the colors, form, and media that you did to represent it.

Reading Standards for Literature

Key Ideas and Details

RL 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

Create a Venn diagram like the one below comparing the setting of *Glory Be* to your life today. How are things similar or the same? In what ways are they different?



Many details from the era are braided through Glory's story. Research something that caught your eye in the book (or your Venn diagram) and write a paragraph or pamphlet explaining what you learned.

Point of View: The view from which a story is told

RL 6. Describe how a narrator’s or speaker’s point of view influences how events are described.

In reading partners, discuss how the story would be different if told through the eyes of each of the characters in the chart below.

Jesslyn	Emma	Frankie	Laura

Discuss: How does point of view influence what a reader thinks or understands about events and other characters in the story?

RL 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Inferences are conclusions that a reader makes about something by reading closely and following the clues. It is something you know without being told. Sometimes it takes detective work. Look closely at the following scenes in the book and see if you can draw an inference from the text.

Scene:	An inference that can be made:	Clues and evidence that make me think this:
Ch. 4 When Glory compares her hand to Emma's in the kitchen.	Emma is an African-American housekeeper who works for the Hemphill family.	Glory's mom is dead. Emma cooks and cleans. "our hands aren't a thing alike but they match up pretty good."
Ch. 14 Glory tells Emma she'll be in the library all day	Emma won't be able to check and see if that's the truth or not.	WHY?
Ch. 16 When the police officer tells the kids it's dangerous to be out driving.	Why do they not tell him the truth?	
Ch. 21 Laura Lampert is the one accused of stealing property by the Smiths.		

RL 2. Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Summarizing what happened in a chapter or section will help a reader to understand and remember it. After you've read each chapter write a summary of what happened on a sticky note. Compare your summary with a reading buddy, and then revise together.

SUMMARIZE	RETELL the KEY parts of the chapter in just a sentence. (Hint: This is what you would TELL YOUR FRIEND if they forgot to read the chapter).
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Ch.	One sentence summary:
1	As Glory heads to the community pool to cool off with her best friend, Frankie, she learns about a secret that the pool may be closing for repairs.
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After reading the entire book and summarizing each chapter, provide teams with the following definition, then discuss as a class.

THEME	The meaning or truth about life shown in a story through character's choices rather than told directly to the reader.
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1.	Highlight or circle three important choices Glory must make during her story in the summary chart above.
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List three topics or big ideas shown by these choices:	What the author is trying to say or tell you about the topic. What you will remember and think about as it applies to your own life:
Ex: Friendship	Friendship takes work.
1.	
2.	
3.	

Vocabulary:

Good readers can often identify the meaning of a new word by the way it is used in a sentence, or its context clues. Find five new words as you read and fill out the following chart below:

New word:	How it's used in context:	What I think it means:	Dictionary definition:	Used in a new sentence:

[Tracie Vaughn Zimmer](#), an author and reading specialist, created this guide and hundreds more.