

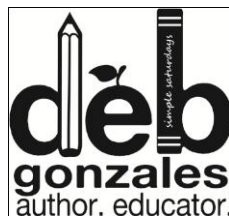
A Common Core State Standards Aligned Analysis  
and  
Post-Presentation Discussion & Writing Lesson  
Application Guide for



Author P. J. Hoover's School Visit Programming  
Appropriate for Grades 3 to 12

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Document prepared by Debbie Gonzales



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## Document Overview

In this document, author P.J. Hoover’s school visit programming has been aligned with the Common Core State Standards and adapted to meet the needs of students from grade 3 to 12.

In the course of her presentation, she covers the following topics in an inspirational, age-appropriate, and entertaining manner:

- Plot structure
- Setting
- Developing Intriguing Characters
- The Revision Process – “I don’t write books. I rewrite books.”
- Mythology
- Fairy Tales and Ancient Poetry
- The Value of Questioning All Things
- The Importance of Analytic Thinking
- The Keys to Lifetime Success: Self-confidence and Persistence

Note: Age-appropriate follow-up discussion and writing activities are provided in latter portion this document.



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## The Common Core State Standards School Presentation Alignment

### English Language Arts Standards » Reading: Literature

RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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).
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.
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.
RL.5.2	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.
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.



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RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
RL.7.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL.8.2	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)



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## English Language Arts Standards » Writing

W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
W.3.3c	Use temporal words and phrases to signal event order.
W.3.3d	Provide a sense of closure.
W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.7.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.



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W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



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## English Language Arts Standards » Speaking & Listening

SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
SL.8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.



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## Post-Presentation Discussion Questions

P.J. Hoover said that reading *Mythology*, written by Edith Hamilton, developed a lifelong love of mythological stories within her. Amazon.com says that the book *Mythology* "... succeeds like no other book in bringing to life for the modern reader the Greek, Roman, and Norse myths and legends that are the keystone of Western culture - the stories of gods and heroes that have inspired human creativity from antiquity to the present."

- Tell what is meant by the phrase "...the stories of gods and heroes that have inspired human creativity from antiquity to the present." (Hint: The word 'antiquity' means ancient times or days of old.)
- Do you think that P.J. Hoover's love for mythology inspired creativity within her? How so?
- Explain how the theme of being a 'hero' is woven throughout P. J. Hoover's presentation.

P.J. Hoover stated that Odysseus was a hero. She also described a plot structure known as 'The Hero's Journey.'

- Retell the story of Odysseus.
- Recall the stages of the Hero's Journey and how it serves a storytelling structure.

P. J. Hoover spoke about tool of motivation and that different types of things motivate different people.

- Define the term 'motivation.'
- Recall what types of things motivate P. J. Hoover to do her very best.
- What does motivation mean to you?
- Describe the types of things that motivate you to complete a difficult task.
- Tell of ways that taking risks and fear of failure effect motivation.
- Tell of a time that you resisted the urge to quit, even though the thing you were doing was difficult to complete. How did you manage to continue until the end? Were you glad that you stuck it out and finished the very thing you didn't think you could do? How so?



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P. J. Hoover said that she doesn't write books. Instead, she rewrites books.

- Interpret her message. What is she saying about writing and the revision process?
- Explain what you know about the revision process.
- Could it be that even published authors have to rewrite their work over and over again? Does this notion surprise you? How so?
- Ms. Hoover said that she revised the first book, *The Emerald Tablet*, 50 times before it became published! Have you put forth the same effort in your writing? Why or why not?

P. J. said that to craft a good story the author needs to add quality ingredients to it, much like those in a good recipe.

- She stated that books need to have plots.
  - Tell what a plot is.
  - Are there ways that a plot is similar to the Hero's Journey? How so?
- P. J. said that it is important for stories to have settings.
  - Describe the term what the 'setting' means.
  - Explain why she asked, "Can you feel what it is like to be there?"
  - Is there a certain 'feel' to mythological story setting? How so?
- P. J. said that characters need to be unique with depth.
  - Tell what she meant by this comment.
  - Do you think her intense fascination with mythology has helped her to create unique characters with depth? Explain your answer.

In her presentation, P. J. Hoover said that it is important to question everything, to ask "What if?" She even goes so far to say that she questions mythological stories, those that have fascinated her throughout her entire life.

- Do you think it is important to question things that are assumed to be true? How so?
  - Explain why questioning in this way can be beneficial.
  - Tell of ways that this sort of questioning might create problems for yourself and others.
  - Justify taking the risk of questioning and thinking in an original way.
- P. J. Hoover stated that, for her, questioning ancient stories is "...where unique and awesome story ideas come from." Do you agree with her? Explain your answer.
- Tell of a tale that you can inquisitively twist and turn around to discover a new and fresh story idea. Great! Now go write it!



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## Be the Hero of Your Own Story (for grades 3 to 6)

**Objective:** To compose a narrative inspired by the P. J. Hoover school visit presentation and the literary elements suggested in it.

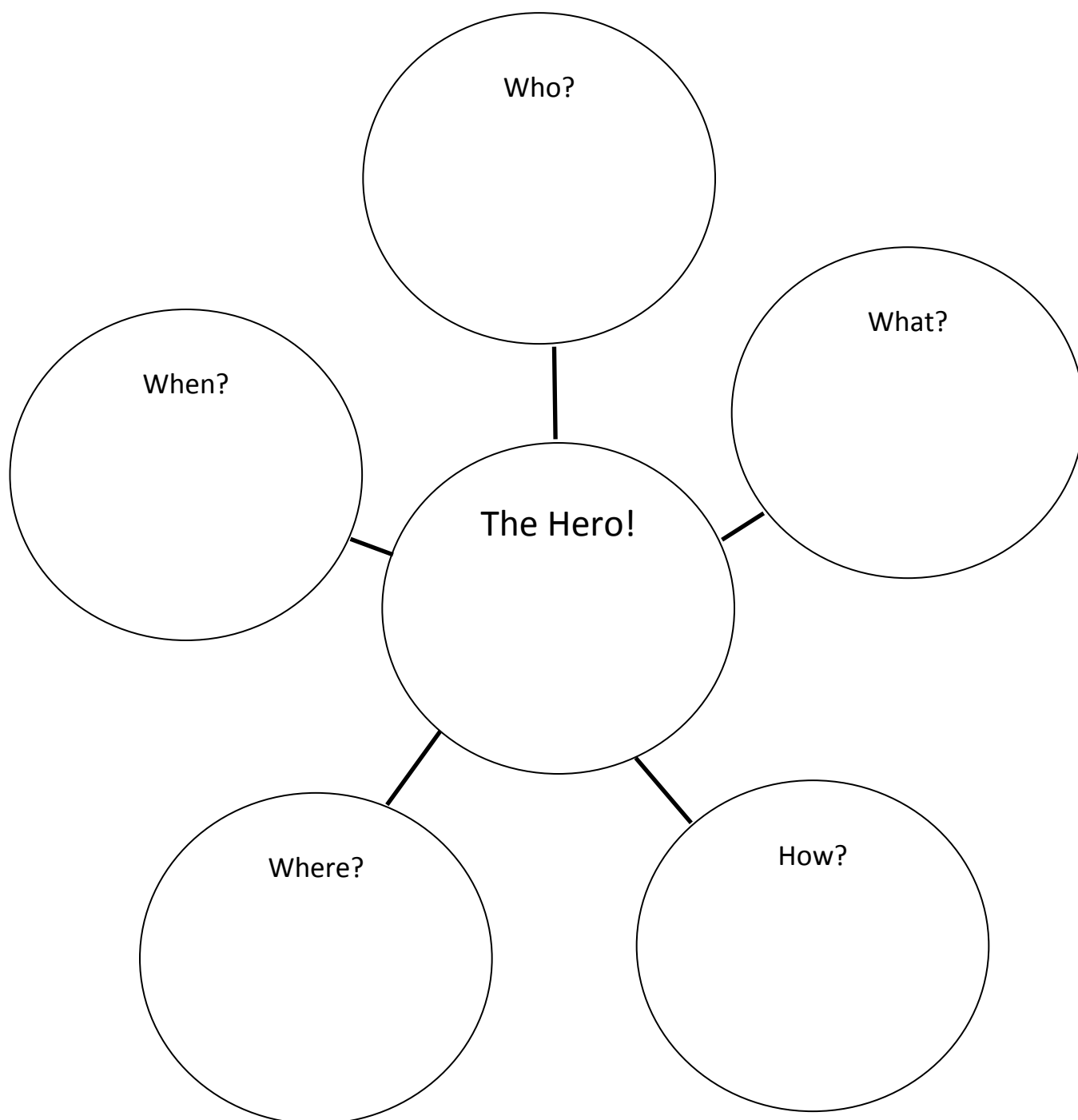
**Procedure:**

- Use P. J. Hoover’s school visit presentation as the foundation to engage in a discussion of being a hero.
  - Recall what she said about the story of Odysseus. Tell how Odysseus was a hero.
  - Recall what she said about the Hero’s Journey. Tell how that storytelling formula relates to the notion of someone being a hero.
  - Recall what she said about life being a big hero’s journey. What does that mean?
- Examine the student’s definition of being a hero.
  - Ask the students if they have ever met a hero.
  - Ask if everyday people can be heroes. If so, ask them to describe these individuals. What makes a hero different and special?
  - Talk about risk-taking in relation to being a hero. Do heroes take risks?
  - Discuss a hero’s motivations.
  - Ask if questioning effects a hero’s decisions. If so, how?
- Describe a day in the life of a hero, real or imaginary, in very specific ways.
  - Who is the hero (The main character)?
  - What does the hero do that makes a difference in others’ lives (Plot/Secondary Characters)?
  - Where does or did the hero do the heroic deed take place (The Setting)?
  - When did the heroic deed take place (Plot/Setting)?
  - How did the heroic act take place (Plot)? What happened?
- Students may use the graphic organizer found on page 12 to plan for the writing of a narrative piece featuring them as the hero of their story. The piece may be autobiographical or a fictional.
  - Students write their names in the **Hero** circle, located in the center of the graphic organizer.
  - Write **who** was or is being helped in the Who circle.
  - Tell **what** happened or is happening.
  - Tell **where** it happened or is happening.
  - Tell **when** it happened or is happening.
  - Tell **how** it happened or is happening.
- Using P. J. Hoover’s presentation as inspiration, instruct students to use the information gathered in the graphic organizer to write a narrative starring them as the heroes of their own stories. Once completed, consider sharing these stories with P. J. Hoover. She would enjoy reading them!



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## Be the Hero of Your Own Story – A Graphic Organizer



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## Poetic Analysis – A Practice in Questioning (for grades 7 to 12)

**Objective:** To analyze the central thematic ideas between poem references and P. J. Hoover’s school presentation.

**Procedure:**

- Print the poems *Ithaca* and *Kupla Kahn* found on pages 14 to 16 and the graphic organizer found on page 17.
- Read the poems carefully, taking note of the effect of figurative language, word choice, and tone of the pieces.
- Question the overall theme of P. J. Hoover’s presentation and the premise of the two poems.
  - Explain how each approach the topic of reaching goals.
  - Tell how each approach the topic of being heroes.
  - Discuss how each approach the topic of questioning and taking risks.
  - Consider how each approach the topic of being true to oneself.
  - Determine if P. J. Hoover’s presentation and the poems share a central idea or common theme. If so, what are they?
- Use the graphic organizer found on page 17 to prepare to write an informative essay describing the thematic similarities between P. H. Hoover’s presentation, *Ithaca*, and *Kupla Kahn*.
  - Summarize similar central ideas in the long rectangles provided in the graphic organizer.
  - Cite three specific examples supporting the similar central ideas in the small rectangles beneath the larger ones.
  - Use the information noted on the graphic organizer to write informative an essay in a clear, coherent manner.
- Once complete, share your writing samples with author P. J. Hoover. She will be thrilled to hear what the students have to say!



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## Poetic Analysis – The Poems

### Ithaca by C. P. Cavafy

When you set out for Ithaca  
 ask that your way be long,  
 full of adventure, full of instruction.  
 The Laistrygonians and the Cyclops,  
 angry Poseidon - do not fear them:  
 such as these you will never find  
 as long as your thought is lofty, as long as a rare  
 emotion touch your spirit and your body.  
 The Laistrygonians and the Cyclops,  
 angry Poseidon - you will not meet them  
 unless you carry them in your soul,  
 unless your soul raise them up before you.

Click [HERE](#) to hear  
 Ithaca read aloud by  
 actor Sean Connery.

Ask that your way be long.  
 At many a Summer dawn to enter  
 with what gratitude, what joy -  
 ports seen for the first time;  
 to stop at Phoenician trading centres,  
 and to buy good merchandise,  
 mother of pearl and coral, amber and ebony,  
 and sensuous perfumes of every kind,  
 sensuous perfumes as lavishly as you can;  
 to visit many Egyptian cities,  
 to gather stores of knowledge from the learned.

Have Ithaca always in your mind.  
 Your arrival there is what you are destined for.  
 But don't in the least hurry the journey.  
 Better it last for years,  
 so that when you reach the island you are old,  
 rich with all you have gained on the way,  
 not expecting Ithaca to give you wealth.  
 Ithaca gave you a splendid journey.  
 Without her you would not have set out.  
 She hasn't anything else to give you.

And if you find her poor, Ithaca hasn't deceived you.  
 So wise you have become, of such experience,  
 that already you'll have understood what these Ithakas mean.



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## Kubla Khan by Samuel Taylor Coleridge

In Xanadu did Kubla Khan  
 A stately pleasure-dome decree:  
 Where Alph, the sacred river, ran  
 Through caverns measureless to man  
 Down to a sunless sea.

So twice five miles of fertile ground  
 With walls and towers were girdled round:  
 And there were gardens bright with sinuous rills,  
 Where blossomed many an incense-bearing tree;  
 And here were forests ancient as the hills,  
 Enfolding sunny spots of greenery.

But oh! that deep romantic chasm which slanted  
 Down the green hill athwart a cedarn cover!  
 A savage place! as holy and enchanted  
 As e'er beneath a waning moon was haunted  
 By woman wailing for her demon-lover!  
 And from this chasm, with ceaseless turmoil seething,  
 As if this earth in fast thick pants were breathing,  
 A mighty fountain momently was forced:  
 Amid whose swift half-intermitted burst  
 Huge fragments vaulted like rebounding hail,  
 Or chaffy grain beneath the thresher's flail:  
 And 'mid these dancing rocks at once and ever  
 It flung up momently the sacred river.  
 Five miles meandering with a mazy motion  
 Through wood and dale the sacred river ran,  
 Then reached the caverns measureless to man,  
 And sank in tumult to a lifeless ocean:  
 And 'mid this tumult Kubla heard from far  
 Ancestral voices prophesying war!

The shadow of the dome of pleasure  
 Floated midway on the waves;  
 Where was heard the mingled measure  
 From the fountain and the caves.  
 It was a miracle of rare device,



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A sunny pleasure-dome with caves of ice!

A damsel with a dulcimer  
 In a vision once I saw:  
 It was an Abyssinian maid,  
 And on her dulcimer she played,  
 Singing of Mount Abora.  
 Could I revive within me  
 Her symphony and song,  
 To such a deep delight 'twould win me  
 That with music loud and long  
 I would build that dome in air,  
 That sunny dome! those caves of ice!  
 And all who heard should see them there,  
 And all should cry, Beware! Beware!  
 His flashing eyes, his floating hair!  
 Weave a circle round him thrice,  
 And close your eyes with holy dread,  
 For he on honey-dew hath fed  
 And drunk the milk of Paradise.

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## Analyzing Development of Central Ideas

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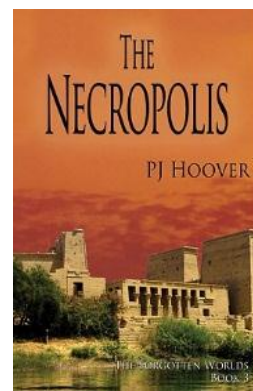
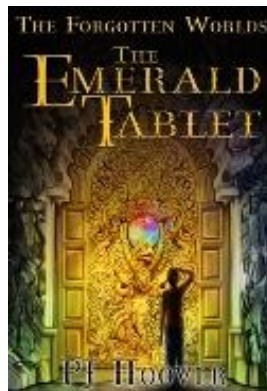
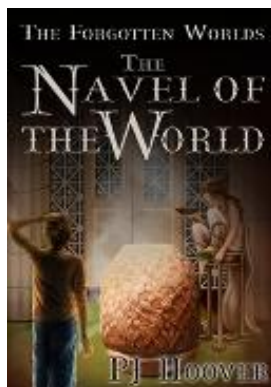


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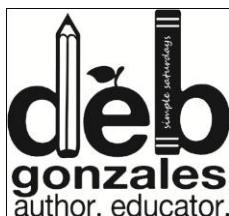
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