

HOPE SPRINGS



TEACHER'S GUIDE

ALIGNS WITH COMMON CORE STATE STANDARDS



TUNDRA BOOKS

ERIC WALTERS

illustrated by
EUGENIE FERNANDES

DEAR EDUCATOR

Based on the life of a real boy, this warm-hearted, beautifully illustrated book tells the story of Boniface, a young Kenyan boy whose compassion and understanding show that true generosity can spring from unexpected places. A lovely story of kindness and heart, *Hope Springs* is an ideal book for all classrooms and can be used in a number of ways including:

- To explore conceptual and thematic connections such as family, hope, poverty, resources, responsibility, culture and global citizenship.
- As a study in non-fiction storytelling.
- To inspire students to take action within and outside the school community, locally and abroad.

The activity guide includes discussion questions, writing activities and prompts to elicit a meaningful understanding of the text. Where applicable, activities have been aligned with Common Core State Standards. The activities can be used for a Social Studies and Language Arts unit or can be used as stand alone enrichment in whole class, small group or independent studies.

ABOUT THE BOOK

A drought has settled in the area around the orphanage where Boniface lives. There are long line-ups at the tiny spring where all the local people get their water, and suddenly the orphans are pushed to the back of the line, unwelcome. Boniface's house-parent, Henry, tells him that the people were mean out of fear—they feared there would not be enough water for their families. When the building of the orphanage's well is completed, Boniface has an idea to help the villagers.

ABOUT THE AUTHOR

A former social worker and elementary school teacher, ERIC WALTERS wrote his first novel, *Stand Your Ground*, in 1993. Since then he has written more than ninety books for children and young adults that together have won over a hundred awards, and he talks to tens of thousands of students in schools and libraries across the country each year. He also founded and runs The Creation of Hope (www.creationofhope.com), an organization dedicated to providing care for orphans in the rural Mbooni District in Kenya. Eric has three grown children and lives with his wife in Mississauga, Ontario. Eric's first collaboration with Eugenie Fernandes, *My Name Is Blessing*, was also set in the Mbooni District.



© Photo by Eugenie Fernandes

ABOUT THE ILLUSTRATOR

Award-winning illustrator EUGENIE FERNANDES has written and illustrated more than twenty of her own books, and has created the art for more than a hundred other picture books. Her father, Creig Flessel, was a well-known comic-book illustrator, and as a child, Eugenie spent many hours drawing at a desk right next to his. The whole Fernandes family has a flair for the creative: Eugenie's husband and their two children are also artists. Eugenie has always lived close to water ... in fact, she and her husband now live in a former boathouse on a lake near Peterborough, Ontario.

PRE-READING DISCUSSION / ACTIVITIES

1. What is the difference between a “want” and a “need”? What do people need in order to survive?
2. What does the word “hope” mean? Can you think of an example of when you have felt hopeful about something?
3. Select a few of the illustrations in the story to show the class.
 - Where does the story take place? How do you know?
 - Who do you think the main character(s) is in this story?
 - What do you think the problem in the story will be? How might the problem be solved?
4. Ask the students if they think the story is true and to explain their thinking.
5. Consider introducing/reviewing the following vocabulary prior to reading the story: orphan, orphanage, chore, threat, desperate, urgent, wondrous, generous

LEARNING ACTIVITIES

1. Setting

- What is the setting of the story? Locate the country in which the story takes place on a world map. From looking at the pictures and what you read in the story and its afterword, what did you learn about Kenya? What would you like to learn more about?

(RI.1.1, RL.2.7)



2. Responsibility

- Boniface and the other children at the orphanage have certain responsibilities. What are some of Boniface’s responsibilities? Why is it important that he take his responsibilities seriously?
- Did the children ever complain about having chores to do? Why/why not? What kind of responsibilities do you have? Make a list of your personal responsibilities at school, at home and beyond, and consider what would happen if you didn’t live up to these responsibilities.

(RI.1.1, RL.2.7)



3. Family

- What is an orphanage? The children at the orphanage were like a big family. How does this group of unrelated people act like a family? How is this family similar to and different from your own?



LEARNING ACTIVITIES (CONTINUED)

4. Fear

- How did the women and children in the community get water for their families? What would some of the challenges of relying on these water sources be?
- Some women in the community chase Boniface and the other children away from the spring. Ruth and Henry explain to Boniface that the women were acting out of fear. What were they afraid of?
- Do you think the women's behavior at the spring can be excused? Why or why not? Write a short paragraph explaining your thinking.

(RI.1.1, W.2.1)

5. Dreaming of Water

- After speaking with Henry and Ruth about the incident at the spring, Boniface goes back to bed and dreams about water. Look carefully at the illustration at this point in the story and make a list of all the different uses of water that are shown. Can you think of any additional uses in your own life?
- "When you have water, you have life." What does this mean? Design a poster that illustrates all of the important ways water is used in your life.
- Make a list as a class of the main events in the story. Select the event you feel to be the most important. Draw a picture of this event and briefly explain your selection. How would the story have changed if this event hadn't happened?

(RI.1.1, RL.1.7, W.2.1, RL2.7)



6. Role Model

- How did Boniface respond when he was told he and the other children needed to leave the spring and were not allowed to collect the water? What may have happened had he responded differently?
- How did Boniface react when the well that was being built by the orphanage struck water? How might he have reacted differently? What do Boniface's actions say about him as a character?
- Boniface is a character based on a real boy that the author has come to know through the time he has spent at the Rolling Hills Orphanage. If you were to describe Boniface to somebody who had not read this story, how would you describe him?
- Choose three words that you think best represent Boniface. Find evidence in the story that supports your selections.
- In what ways may the actions of a young boy such as Boniface give hope to all of the villagers?
- What lesson can we, as readers, learn from Boniface's actions?

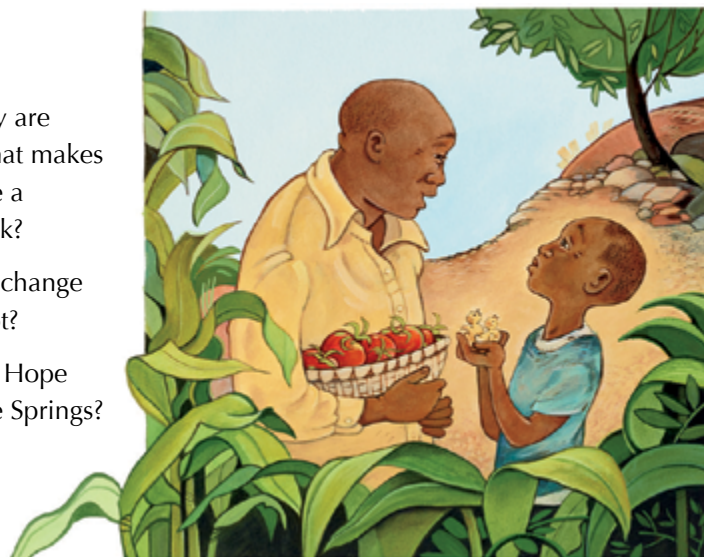
(RI.1.1, RL.1.7, W.2.1, RL2.7)

LEARNING ACTIVITIES (CONTINUED)

7. The Story behind the Story

- After reading the author's afterword, what parts of the story are based on facts? If this story is based on something real, what makes it a work of fiction? Why would the author choose to write a picture book to tell this story rather than a non-fiction book?
- After learning that the book is based on a true story, did it change the way you felt about the story? If so, how? If not, why not?
- In your own words and/or pictures, retell the story of how Hope Springs came to be. Why do you think it was named Hope Springs?

(RL.1.5, W.1.2)



WRAP-UP DISCUSSION QUESTIONS

1. Many readers who are fortunate enough to have easy access to clean water may take this luxury for granted. The world will never run out of water but its supply of clean water is limited. Consider your daily use of water and how you can make some simple changes in your life to be a more responsible global citizen.
2. Ask students if they have any more questions about Kenya, Boniface's story or the author. Make a list of what they would like to research further. Brainstorm a list of resources that will help find the answers to these questions.
3. Ask students to compare their hometown to Boniface's home. Consider any similarities or differences in the weather, culture, food, sports, activities, homes, etc.

LINKS

www.ericwalters.net

www.creationofhope.com

PRAISE FOR *MY NAME IS BLESSING*

"This expressive picture book, based on a real family, lovingly tells a hard story with a twist. It's difficult to broach poverty, disability and custody issues in so few pages without sounding maudlin, but Walters manages by speaking simply ... With dignity and quiet acceptance, this story illustrates that blessings, like family, can take unexpected forms."

– **Starred Review, *Kirkus Reviews***

"Lyrical language is matched by expressive acrylic illustrations that capture the emotional text."

– ***School Library Journal***

APPENDIX: COMMON CORE STATE STANDARD

- CCSS.ELA-Literacy.RL.1.1** Ask and answer questions about key details in a text.
- CCSS.ELA-Literacy.RL.1.3** Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-Literacy.RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- CCSS.ELA-Literacy.RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- CCSS.ELA-Literacy.RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- CCSS.ELA-Literacy.RL.2.3** Describe how characters in a story respond to major events and challenges.
- CCSS.ELA-Literacy.RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- CCSS.ELA-Literacy.W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- CCSS.ELA-Literacy.W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

