Faith, Hope, and Ivy June
by Phyllis Reynolds Naylor

Library of Congress Summary: During a student exchange program, seventh-graders Ivy June and Catherine share their lives, homes, and communities and find that, although their lifestyles are total opposites, they have a lot in common.

Book Information:
Time Period: contemporary Setting/Location: Lexington, Kentucky
Genre: Realistic Fiction

Booktalk:

Author Information
http://authors.simonandschuster.com/Phyllis-Reynolds-Naylor/1792384/author_revealed

Pre-Reading Activities

- Compare your city or town to a closer, bigger city. Ask students what their perceptions are about people in different parts of the state, country, and world. Research about different cultures, traditions, etc.
- Set up a pen pal program for a week or two to leading up to the book to better understand what other schools and towns are like. Classroom pen pals can be found here: http://www.epals.com
- For more great before/during/after reading ideas, go to: http://www.readingrockets.org/article/82.
Chapter 1:
Questions:
1. What type of community do you think Ivy June lives in?
2. Why do you think Ivy June does not live with her parents?
3. Have you ever been on an exchange program or been somewhere with a very unfamiliar culture?
4. Why do you think it is important that Ivy June write down her thoughts?

Journal topic: What is the meaning of prejudice and how do you see it in the world around you?

Vocabulary: blue-blooded (pg. 2)—aristocratic, fancy, noble-blooded

Chapter 2:
Questions:
1. What stereotypes do others have about our culture? Are they really true?
2. What predictions can you make about what Ivy June did to Luke Weller’s dad?
3. What fears does Ivy June feel at this point in her journey?

Journal topic: How would you feel if you had the same living situation as Ivy June?

Vocabulary:
antics (pg. 6)—tricks
furtively (pg. 7)—secretly
ambassador (pg. 8)—diplomat

Chapter 3:
Questions:
1. At this point in the story, do you think the stereotypes of Catherine are true?
2. Does Catherine have stereotypes?
3. How do you think Catherine and Ivy June will get along?
4. Do you think Catherine’s prediction of the Mosley’s will be correct?

Journal topic: Describe the similarities and differences between Ivy June and Catherine.
Vocabulary:
resent (pg. 16)--dislike

Chapter 4:
Questions:
1. How does Ivy June’s dad feel about her leaving?
2. What does it say about family when Ivy June gives her mom the forty dollars?
3. Why are Jessie and Ruth unsupportive of Ivy June going to Lexington? Does it mean they are prejudice?

Journal Topic: How would you feel if you were Ivy June after this chapter?

Vocabulary: sallow (pg. 19)—pale, sickly

Chapter 5:
Questions:
1. How does Ivy June feel about her grandparents compared to how she feels about her parents and siblings? Why?
2. How do you think Ivy June felt when no one in her family offered to put the painting on the wall?
3. What role does Papaw play in Ivy June’s life?
4. What is your opinion of the main characters so far?

Journal topic: In the book, Ivy June’s special place is the Whistling Place, where she sings, sketches, and relaxes. What is your special place? Why is it important to have one?

Vocabulary:
obscured (pg. 26)—hidden
kindling (pg. 28)—firewood
saplings (pg. 29)—small tree
immobile (pg. 31)--motionless

Chapter 6:
Questions:
1. What more do you predict about Luke Weller’s family?
2. What do you think Ivy June meant when she said, “but the lonesomeness I’ve got for Ma and Daddy is more like for what I wish they were” (pg. 37)?
3. In the book, Ivy June says that they all love each other on the inside. Is it important to show your family and friends that you love them? Or is it enough just to feel it on the inside?

Journal topic: Think of someone important in your life. What object can you compare them to?

Vocabulary: grimy (pg. 38)—dirty.

Chapter 7:

Questions:
1. What do you predict Catherine’s spring vacation will be like with Ivy June?
2. What is your opinion of Catherine and her family now?
3. What do you predict Rosemary’s behavior toward Ivy June will be like, and how will it affect her trip?

Journal topic: Where do stereotypes come from?

Vocabulary: offending (pg. 40)—cause someone anger or resentment

Chapter 8:

Questions:
1. What is your first impression of Catherine’s home? How does it compare to Ivy June’s?
2. Why was Ivy June’s comment about the Jacuzzi important?
3. What is Ivy June feeling by the end of the chapter?

Journal Topic: What is your impression of Ivy June and Catherine at this point in the story?

Vocabulary:
headmistress (pg. 41)—the woman principle of a school
reprimand (pg. 43) scolding
detour (pg. 44)—different route
cautious (pg. 45)—careful
hearth (pg. 46)—fireplace
Chapter 9:
Questions:
1. What do you think Catherine is writing about in her own journal?
2. In what ways can you relate to Ivy June when she says that people looking at her all the time is tiring?
3. What is your first impression of the Combs household?

Journal topic: Compare Ivy June’s and Catherine’s family? How are they similar? How are they different?

Vocabulary:
pneumonia (pg. 48)—Inflammation of the lung

Chapter 10:
Questions:
1. What stereotypes did Catherine may have had at the beginning of the story that have already been proved false?
2. Why do you think Ivy June acts “like she’s walking through a jungle and doesn’t want to make any sudden moves or noises?” How does this line clue us in to how she is feeling?
3. What do you predict Rosemary will act line around Ivy June?

Journal topic: What stereotypes have you held that were later proven false?

Vocabulary: withdrew (pg. 50)—depart
ragged (pg. 51)—Worn to shreds

Chapter 11:
Questions:
1. Why do you think Rosemary acted the way she did towards Ivy June?
2. What did Ivy June mean when she said “Takes a certain kind of courage to be one of the six”?
3. Why did Ivy June tuck her own feet under her chair when she saw Catherine?

Journal topic: Why do you think Buckner Academy wants all the students to wear uniforms? Do you think uniforms are good for a school, or bad?

Vocabulary:
hauled (pg. 54)—Pull or drag something
stoles (pg. 56)—A woman's scarf
pitch perfect (pg. 56)—to sing a note perfectly
prompt (pg. 59)—done at a quick pace

Chapter 12:
Questions:
1. What do you think is waiting to be heard inside Ivy June?
2. Do you think accepting Rosemary is the best way to deal with her?
3. How can we accept those people in our lives that we do not always get along with?

Journal topic: In the book, Ivy June and Catherine both relieve stress by playing volleyball. How do you relieve your own stress?

Vocabulary:
wallop (pg. 64)—hitting something hard
subtlety (pg. 64)—delicacy
tactless (pg. 64)—inconsiderate

Chapter 13:
Questions:
1. Do you think the students at Buckner Academy will change their attitude towards Ivy June?
2. Who do you think Catherine is talking to on the phone?
3. So far, what is the difference between what they eat and how does it show about their varying cultures?

Journal topic: Who has influenced your life?

Vocabulary:
geology (pg. 67)—the study of rocks and minerals
stratified rock (pg. 68)—rock with layers

Chapter 14:
Questions:
1. What does the phrase “Doing or saying something intelligent was supposed to be its own reward” mean? Should we praise others the way the Combses’ do?
2. By the end of the chapter, do you feel that Catherine and Ivy June are finally becoming friends?
3. Using what you know about foreshadowing, what do you predict will happen later in the book?

Journal topic: Catherine says “Probably whatever way you were raised feels right to you.” How can you relate that to your own life?

Vocabulary:
flushed (pg. 73)—blushing
switch (pg. 74)—a thin rod
indecipherable (pg. 75)—unable to be understood
deflect (pg. 76)—advert the attention away

Chapter 15:
Questions:
1. Why would Catherine suspect that Ivy June stole from her?
2. What do you think Catherine feels about Ivy June?
3. Was it fair to suspect Ivy June of stealing?

Journal topic: An old saying goes, “Curiosity killed the cat.” Would it have been better for Catherine to not snoop, or to satisfy her curiosity?

Vocabulary:
suspect (pg. 80)—believe

Chapter 16:
Questions:
1. What do you think about Papaw’s “secret to life?”
2. What do you think Ivy June wants to reach for out of life?
3. Which is more true, Papaw’s “secret to life” (“Want what you have”), or Ivy June’s (“Reach for something more”)?

Journal topic: What is your own “secret to life” that you live by?

Vocabulary:
crawdads (pg. 82)—crawfish
Chapter 17:
Questions:
1. Is there a difference between Ivy June’s letter to her mom and dad and her letter to her grandparents? What do her letters say about the relationships she has?
2. How did Ivy June feel about singing the end-of-year hymn?
3. In what way was Ivy June’s experience in art class and her experience in choir ironic?

Journal topic: Ivy June’s lifestyle and community is clearly different than that of Lexington. Is one community always better than another? What makes your community unique and special?

Vocabulary:
quipped (pg. 85)—a witty remark
amateurish (pg. 86)—unprofessional
subdued (pg. 86)—restrained; luxuriating (pg. 87)—to greatly enjoy

Chapter 18:
Questions:
1. How would you feel if you were Catherine? What if you were Ivy June?
2. Do you feel that “making over” Ivy June was sincere?
3. What differences do you see in the way Ivy June’s community spends their time, and the way Catherine’s does?
4. Why do you think Mackenzie was the only person who was not laughing?

Journal topic: How would you suggest that Ivy June make it up to Catherine for betraying her trust?

Vocabulary:
skittering (pg. 95)—to run lightly

Chapter 19:
Questions:
1. Was it right for Catherine not to tell Mackenzie about Andy in the first place?
2. In what ways has Ivy June showed her homesickness so far?
3. Would you tell Catherine your most secret secret?
Journal topic: In the book, Ivy June mentions that people view her as “disadvantaged.” Do you believe she is disadvantaged? What does being “disadvantaged” really mean?

**Vocabulary:**
- grimy (pg. 107)—dirty
- velvet (pg. 107)—a soft fabric
- taffeta (pg. 107)—hard silk fabric
- frankness (pg. 108)—openness
- quarrel (pg. 109)—disagreement

**Chapter 20:**
**Questions:**
1. Is it fair for Catherine to expect a secret from Ivy June?
2. What do you predict Ivy June’s secret will be?
3. What do you think Mackenzie and Catherine’s relationship is like?

Journal topic: How do you respond when someone loses your trust? In what ways can we become better people through our reactions?

**Vocabulary:**
- direct (pg. 114)—straight-forward

**Chapter 21:**
**Questions:**
1. Why did Rosemary soften after Ivy June refused to get a new outfit?
2. Do you think Rosemary was sincerely apologetic when she offered to buy the outfit?
3. Should Ivy June feel guilty about letting Mr. Combs pay for her tickets, and borrowing clothes from Catherine?

Journal topic: What is the difference between being grateful and politely refusing? Should you always choose one over the other? And does one make you a better person?

**Vocabulary:**
- amends (pg. 115)—making your wrong actions right
- haltingly (pg. 116)—frequent stops
- bronco (pg. 117)—wild horse
Chapter 22:

Questions:
1. When is it appropriate to keep secrets from friends, and when should you be open with them?
2. Do you predict that there will be someone like Rosemary in Thunder Creek that will be rude to Catherine?
3. How do you predict Ivy June and Catherine will change as a result of the exchange program?

Journal topic: In what ways are Ivy June and Catherine the same? In what ways are they different?

Vocabulary:
blurted (pg. 121)—saying something suddenly

Chapter 23:

Questions:
1. What do you think of Ivy June’s secret? Is she right about God punishing her?
2. How do you think Ivy June’s parents make her feel? Do you think Ivy June is jealous of Catherine’s parents?
3. How do you think the Mosley’s perception of Lexington will effect Catherine’s visit?

Journal topic: In what ways are you alike and different to Ivy June and Catherine? What have you learned so far about stereotypes?

Vocabulary:
playbill (pg. 123)—program for a theatrical performance
steeled (pg. 124)—to brace yourself
barreled (pg. 124)—to push forward
skeptical (pg. 125)—disbelieving
wryly (pg. 129)—sarcastically

Chapter 24:

Questions:
1. What are some positive aspects of Ivy June’s family?
2. Is it true that “city folk” value their time more than their neighbor?
3. Why does Ma put everyone down and how has that effected Ivy June’s confidence?

Journal topic: Why are dreams and goals important? What dreams do you have? How can you accomplish your dreams?

Vocabulary:
enamed (pg. 140)—a protective coating
hemming (pg. 142)—shortening fabric on an article of clothing
bric-a-brac (pg. 143)—junk

Chapter 25:
Questions:
1. Why is Ivy June feeling self-conscious about her family and house?
2. How would you feel if you were Ivy June’s family?
3. Ivy June often feels jealous of Catherine. In what ways do you think Catherine will feel jealous of Ivy June?
4. Why do you think the author chose to place Ivy June in Lexington first?

Journal topic: Why is it important to balance change and acceptance in our lives?

Vocabulary:
scolded (pg. 148)—talked to sternly
turmoil (pg. 149)—confusion
territorial (pg. 150)—protective
gallantry (pg. 159)—bravery

Chapter 26:
Questions:
1. Do you think Catherine will have a hard time adjusting to the Thunder Creek lifestyle?
2. Why did Catherine feel the most welcome when Papaw prayed?
3. Why is Grandmommy important to Ivy June’s story?

Journal topic: In what ways has society changed from when Grandmommy was a child, to now?

Vocabulary:
pitiful (pg. 160)—pathetic
philosopher (pg. 163)—somebody that believes in a particular philosophy

Chapter 27:
Questions:
1. Catherine brought her cell phone up to Thunder Creek. What does that show about our society?
2. Do you think Catherine is still mad at Ivy June?
3. Do you think Ivy June should really feel embarrassed about her mom commenting on Jessie’s day shift?

Journal topic: Does our society rely too much on technology?

Vocabulary:
bat (pg. 164)—flutter

Chapter 28:
Questions:
1. Do you relate to Papaw when you have a job to do that you don’t like, and how do you respond to it?
2. What do you think Catherine felt on the first day of school compared to what Ivy June felt?
3. Are Catherine’s experiences at school similar to Ivy June’s experiences at school?

Journal topic: What do you think about Ivy June’s lifestyle? How does it compare to yours? Would you be able to adjust easily if you moved to her home?

Vocabulary:
crocuses (pg. 170)—a spring flower
gnarled (pg. 70)--knobby

Chapter 29:
Questions:
1. Is Catherine being judgmental, or just naming observations?
2. What do you think about Catherine’s observation about how school is different? Which school would you prefer to go to?
3. What separate communities to we have in our school? How does that effect how we act towards one another?
Journal topic: Is our community more like Catherine’s or Ivy June’s? How can you make your community a better place?

Vocabulary:
hygiene (pg. 180)—cleanliness

Chapter 30:
Questions:
1. Who do you think Catherine was trying to call?
2. How would you feel at this point if you were Catherine?
3. How do you think Shirl feels about Catherine?

Journal topic: What have been your favorite April Fool’s jokes?

Vocabulary:
strop (pg. 184)—a leather strap used to sharpen razors

Chapter 31:
Questions:
1. Can you think of a solution to the hollow’s complicated problem (no jobs to make money, no car to get a job, etc.)? What problems do we see in our own community?
2. Why did Shirl ignore Ivy June on the bus?
3. What do you predict the “third trouble” will be?

Journal topic: Why do you think Papaw has sacrificed so much for his family? What is the meaning of sacrifice?

Vocabulary:
pension (pg. 187)—allowance
welfare (pg. 187)—government aid
emphatically (pg. 188)—vigorously
guffawed (pg. 191) -- laugh loudly

Chapter 32:
Questions:
1. How did you feel when the bad news was for Catherine? Were you surprised?
2. Do you think the Mosley’s superstitions are true?
3. Why are traditions important?


Vocabulary:
dismounted (pg. 205)—to get off of something
roiling (pg. 211)—building
blanched (pg. 212)—washed-out
resolution (pg. 212)—decision

Chapter 33:
Questions:
1. Do you think that if the Mosley’s had more wealth, they would be happier?
2. What are some ways that the Mosley’s have tried to make Catherine feel better?
3. How do you get cheered up when you are feeling upset?

Journal topic: Can money buy happiness? How can you be happy and content no matter the circumstances?

Vocabulary:
morgue (pg. 217)—a place for dead bodies
giblet (pg. 218)—animal innards

Chapter 34:
Questions:
1. How has Catherine’s friendship with Ivy June grown?
2. How would you feel if you were Catherine right now?
3. How would life be different if we didn’t have phones, televisions, etc.?
4. How do you think the operation will go?

Journal topic: Catherine says that if she lived in the Mosley family she would run away. Why do you think none of the Mosley’s have? Why is family important?

Vocabulary:
protest (pg. 222)—complaint
Chapter 35:
Questions:
1. In what ways are Shirl and Mackenzie similar?
2. How does religion play a role in Ivy June’s community, as well as in the story?
3. What do you predict will happen with Papaw and the mine?

Journal topic: Reflect on the different things that Ivy June and Catherine have been through together. What close friendships do you have and what does it mean to be a good friend?

Vocabulary:
junction (pg. 223)—intersection
optimistic (pg. 225)—positive
inaudible (pg. 226)—difficult to hear
mischief (pg. 228)—misbehavior
ornery (pg. 228)—irritable

Chapter 36:
Questions:
1. In what other way does the Red Cross help during times of disaster?
2. How did the community respond to the accident at the mine?
3. How would you respond if you were Ivy June?

Journal topic: Why is community and helping others in times of need important?

Vocabulary:
urn (pg. 239)—a container
sod (pg. 239)—grass
woodenly (pg. 240)—lacking animation
shore (pg. 241)—prop up a structure
chastened (pg. 247)—discipline someone

Chapter 37:
Questions:
1. After reading this chapter, what do you think the title of the book means?
2. What do you think Catherine has learned during her experience at Thunder Creek?
3. How do your families need you? Why is it important to feel needed?
Journal topic: Why is hope and faith important during times of trial? How has hope and faith played a role in the story?

Vocabulary: gaping (pg. 255)

**Chapter 38:**

Questions:
1. How would you feel if you were Papaw and stuck in the mine for so long?
2. What type of courage does it take to be Papaw? To be Ivy June?
3. How do you think Catherine’s friends and family will react to the stories that she tells of her time at Thunder Creek?

Journal topic: What did Catherine and Ivy June learn about themselves and each other? How do you think this experience effected their lives?

Vocabulary: jubilation (pg. 261) fatigue (pg. 261) anemones (pg. 263)

**Chapter 39:**

Questions:
1. Why did Ivy June put a wreath on the grave of Luke Weller’s dad?
2. How do you think Ivy June and her family felt when Papaw finally retired?
3. Do you think that Ivy June and Catherine will see each other again?

Journal topic: What did you learn from this story and how are going to use it in your everyday life?

Vocabulary: wreaths (pg. 279)—a garland or decoration of branches, flowers, etc.

**Interdisciplinary Activities:**

- Social Studies: Learn about the Appalachian culture and heritage. Just like in the book, have students choose a part of the Appalachian culture and area (music, food, climate, etc.), research that part, and create a tri-board about
their findings. On the day of presentations, play their music, eat their food, and become Appalachian for a day!

- **Science:** Do a unit on coal and learn about fossil fuels, energy, and environmental science. An excellent website with plenty of resources is: [http://www.teachcoal.org/lessonplans/elementary.html](http://www.teachcoal.org/lessonplans/elementary.html).
- **Math:** Along with Ivy June’s teachers, teach a lesson on interest rates! Examine the interest rates of cars, houses, school loans, etc. Then, discuss depreciation (even in a simple format, students will be able to understand that value decreases).

**Other Works by Phyllis Reynolds Naylor:**

*Shiloh, Saving Shiloh* and *Shiloh Season*

*Simply Sarah* - series

*Hatfords and Malloys* – series

*Roxie and the Holligans*

*Bernie Magruder Mysteries*- series

**Related Reads:**

*My Side of the Mountain* by Jean Craighead George

*Mist over the Mountains: Appalachia and its People* by Raymond Bial

*Ruby Holler* by Sharon Creech

*Way Down Deep* by Ruth White

**Related websites:**

[http://www.coaleducation.org/coalhistory/default_H.htm](http://www.coaleducation.org/coalhistory/default_H.htm): This website is student-friendly and teaches about the discovery and mining of coal in Kentucky.
<http://www.coal-miners-in-kentucky.com>: A website with pictures, facts, information, and links—all about the coal mining industry in Kentucky!


http://www.kidsreads.com/authors/au-naylor-phyllis-reynolds.asp - interview with the author