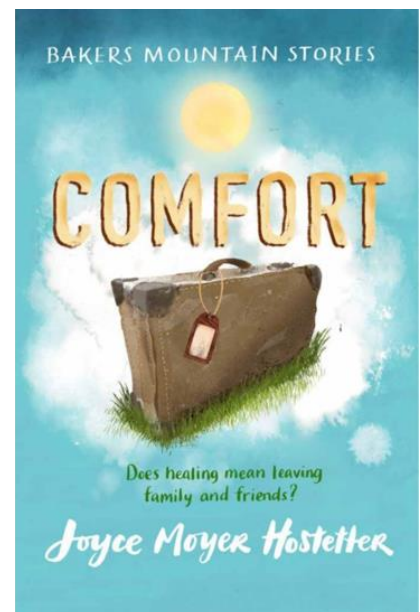
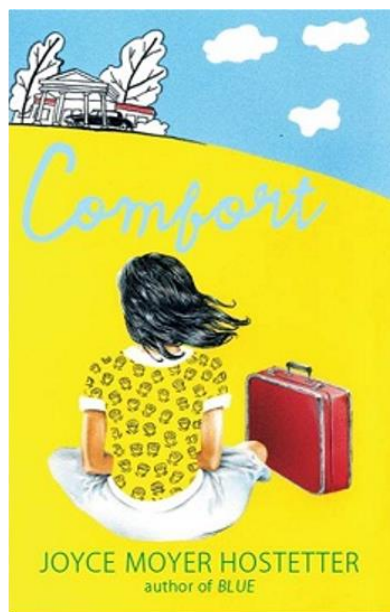
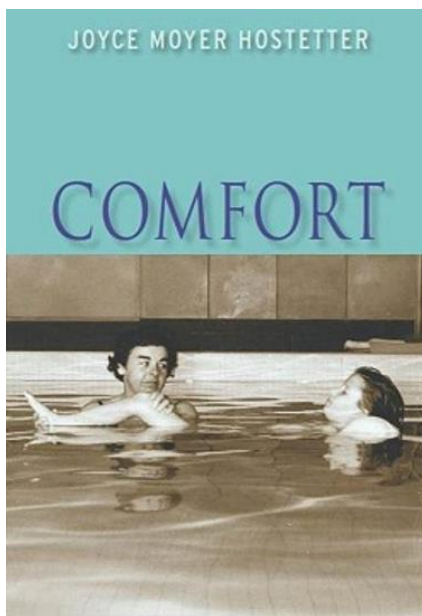


Activity & Discussion Guide For **COMFORT**

A Historical Novel
by Joyce Moyer Hostetter

With Common Core Standards Annotations



Boyds Mills & Kane Books - 2009

www.joycemoyerhostetter.com
www.joycemoyerhostetter.blogspot.com
www.nextclassroomover.blogspot.com

CURRICULUM GUIDE FOR COMFORT

Table of Contents

COMMON CORE STANDARDS ANNOTATIONS-----	3
KEY VOCABULARY -----	4
A DISABILITY TIMELINE-----	5
ACTIVITIES	
Language Explorations-----	6
Writing Explorations-----	7
Character Explorations-----	8
Lapboard Project-----	8
Create a Scrapbook-----	9
Collect & Study Stamps (Philately)-----	9
Find & Share a DisAbility Story-----	10
Explore Diversity-----	10
Research & Report on a COMFORT related topic-----	10
SUGGESTED READING, WEBSITES, THE SERIES-----	11
QUESTIONS FOR DISCUSSION	
Chapter by Chapter Questions-----	12-18
Questions Based on the Author Note in COMFORT-----	18

COMMON CORE STANDARDS ANNOTATIONS

This Guide addresses the following Anchor Standards in Reading Literature

Key Ideas & Details

Grade 4 RL.4.1-3 **Grade 5** RL.5.1-3 **Grade 6** RL.6.1-3 **Grade 7** RL.7.1-3 **Grade 8** RL.8.1-3

Craft & Structure

Grade 4 RL.4.4 **Grade 5** RL.5.4 **Grade 6** RL.6.4 **Grade 7** RL.7.4 **Grade 8** RL.8.4

This Guide addresses the following Anchor Standards in Reading Informational

Key Ideas & Structure

Grade 4 RI.4.1-2 **Grade 5** RI.5.1-2

Key Ideas & Details

Grade 6 RI.6.1-3 **Grade 7** RI.7.1-3 **Grade 8** RI.8.1-3

Integration of Knowledge & Ideas

Grade 4 RI.4.7,9 **Grade 5** RI.5.7,9

This Guide addresses the following Anchor Standards in Writing

Text Types & Purposes

Grade 4 W.4.1-2 **Grade 5** W.5.1-2 **Grade 6** W.6.1-2 **Grade 7** W.7.1-2 **Grade 8** W.8.1-2

Production & Distribution of Writing

Grade 4 W.4.4-6 **Grade 5** W.5.4-6 **Grade 6** W.6.4-6 **Grade 7** W.7.4-6 **Grade 8** W.8.4-6

Research to Build & Present Knowledge

Grade 4 W.4.7-8 **Grade 5** W.5.7-8 **Grade 6** W.6.7 **Grade 7** W.7.7 **Grade 8** W.8.7

This Guide addresses the following Anchor Standards in Speaking & Listening

Presentation of Knowledge & Ideas

Grade 4 SL.4.4 **Grade 5** SL.5.4 **Grade 6** SL.6.4 **Grade 7** SL.7.4 **Grade 8** SL.8.4

This Guide addresses the following Anchor Standards in Language

Conventions of Standard English

Grade 4 L.4.1-2 **Grade 5** L.5.1-2 **Grade 6** L.6.1-2 **Grade 7** L.7.1-2 **Grade 8** L.8.1-2

Knowledge of Language

Grade 4 L.4.3 **Grade 5** L.5.3 **Grade 6** L.6.3 **Grade 7** L.7.3 **Grade 8** L.8.3

Key Vocabulary

Franklin D. Roosevelt - the 32nd President of the United States. He contracted polio at age 39 before becoming president. He became a role model for all people with disabilities.

Harry S. Truman – the 33rd President of the United States. As Franklin Roosevelt's Vice-President, he became president when Roosevelt died.

Infantile Paralysis – a non-medical term for polio, a contagious disease which sometimes causes muscles to be paralyzed. In the early epidemics, polio mostly affected very young children.

Iron Lung – a large tank which assisted patients whose breathing was affected by polio.

Kenny Pack – hot wet wool wraps applied to paralyzed or weakened muscles to keep them flexible for therapy. Named for Elizabeth Kenny who designed the treatment.

March of Dimes – an organization started by Franklin D. Roosevelt to raise money for polio treatment & research. (At first, called The National Foundation for Infantile Paralysis).

Paralysis – loss of voluntary movement of a body part.

Physiotherapist – a caregiver who helped polio patients retrain their muscles and to regain skills lost through paralysis or muscle weakness.

Polio – a shortened form of the medical term Poliomyelitis.

Polios – the “label” chosen for themselves by many people who had had polio. Franklin D. Roosevelt used this term.

Poliomyelitis - inflammation of gray matter in the spinal cord caused by polio virus, damaging nerves so messages don't go from brain to muscles, thus causing paralysis.

Post War Trauma – emotional and mental effects of war which may include nightmares, anger, irritability, hyper alertness or depression. Sometimes called shell shock, Post Traumatic Stress Disorder (PTSD).

Virus – a microscopic infectious agent that duplicates itself, often causing disease.

Warm Springs Foundation - a therapeutic program/ location in Warm Springs, Georgia – established by Franklin D. Roosevelt to give polios a place to receive health care and therapy, enjoy friendships with other polios, and gain important life skills.

A Disability Timeline

1927 – Franklin D. Roosevelt establishes Georgia Warm Springs Foundation

1932 – Franklin D. Roosevelt is elected president of the United States, the first and still the only president with a significant physical disability.

1945 – President Harry Truman signs a law calling for the creation of an annual “National Employ the Handicapped Week”.

1952 – Hugh Gallagher contracts polio. Later he drafts the laws that make public buildings accessible to the handicapped.



1953 – Ed Roberts contracts polio. Later he becomes father of the “independent-living movement”.

1956 – Martha Mason, enters college in an iron lung – likely the first United States citizen to do so. She lives in an iron lung from age 11 until her death at age 71.

1968 – The Architectural Barriers Act (written by Hugh Gallagher) is passed. It mandates that federally funded buildings be accessible to people with physical disabilities.

1973 – First “handicap” parking stickers issued in Washington, D.C.

1975 – The Education for All Handicapped Children Act is passed. It establishes that children with disabilities have the right to attend public schools.

1976 – Ed Roberts establishes the Westside Center for Independent Living in Los Angeles, California.

1990 – The Americans with Disabilities Act is signed by President George H.W. Bush. It mandates that businesses, government programs, public buildings, communication, and transportations be accessible to people with disabilities.

1990 – The Individuals with Disabilities Education Act is passed, guaranteeing federal funding to schools for education of children with disabilities.

ACTIVITIES

Language Explorations

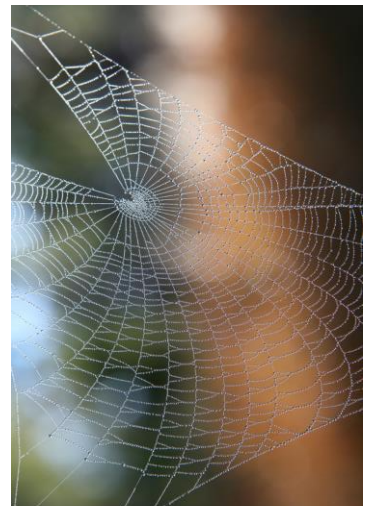
1. Ann Fay often uses similes or metaphors and other figurative language to help readers understand what she is saying.

(Chapter 3, 1st paragraph) *"But going into August was like running into a sticky spider web. I kept feeling like some furry critter was crawling on me, but I couldn't see it to brush it off."*

What do you think Ann Fay is telling us?

(Chapter 8, last page, 2nd full paragraph) *"There couldn't have been more than twenty people in that little building. But the way they sung you would not have guessed it. Their voices were big and their song was like a bulldozer fixing to knock me over."* Think of a song you love that brings out feelings in you. How would you describe the song and what would you compare it to?

(Chapter 22, last page, 3rd full paragraph) *"Aint?" said Sam. "Ann Fay, you've got to start using the King's English."* What do you think this means? Research The King's English. How did Sam's words affect or change Ann Fay's speech?

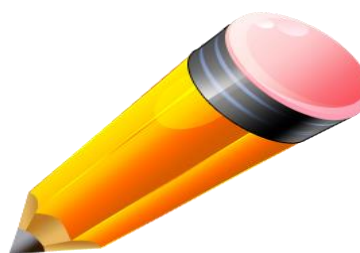


2. As Sam noted, Ann Fay often used incorrect English.
 - Select a scene from COMFORT and identify inaccurate grammar usage from that passage.
 - Rewrite the passage with correct grammar or copy the inaccurate phrases or word usages and rewrite them correctly.
 - Does the change in grammar change your view of the character in any way? What factors do you think influence the character's speech?
3. Look up the meanings of:
 - a. disability
 - b. ability

If you were to describe yourself by your **disability or area of weakness**, what would that definition look like? How would it feel?

If you were to describe yourself by your **ability or area of strength**, what would that definition be like? How does that feel?

Writing Explorations



1. Write one to three paragraphs comparing and contrasting Ann Fay's and her father's new challenges. Consider whether each of them displayed any of the following traits. TRUST, PERSEVERANCE, KINDNESS, SENSE OF HUMOR, TOUGHNESS, HELPFULNESS. Refer to a scene or scenes from the book to explain and support your description.
2. Write one or more paragraphs explaining why COMFORT is, or isn't, a good title for the book. Support your opinion by mentioning specific items, feelings, or character traits included in the book. If you think another title would be better, explain why, using some passage, character trait or idea in the book.
3. Write a brief history of disability awareness based on internet and library research, or on the timeline in COMFORT (found in Author's Note).
4. Read at least one other book about someone who overcame a disability. Compare this person's experience to Ann Fay's. In what ways were their symptoms the same or different? How different or similar were the historical eras in which they lived? (See Suggested Readings on p. 11 of this guide or the book list on p. 302 of Comfort.
5. Using a class wiki, set up by your teacher, create a page on which you share information about disabilities. Research and write about one of the following questions
 - a. A famous person besides President Roosevelt who brought public attention to disabilities.
 - b. How did polio survivors change the way people with disabilities were treated?
 - c. After Americans fought in the Vietnam War, we became more aware of post war trauma or PTSD (Post Traumatic Stress Syndrome). How do you think polio might have contributed to this awareness?
 - d. Individuals with Disabilities Education Act. How do you feel this law has affected you and your classmates? How is your school different because of this law? Is this law good for students and schools? Why or why not? How would Ann Fay's school experience be different if she were attending your school on crutches?

Character Explorations

1. Ann Fay lived in a community that supported each other during hard times. Think about the characters in the book that showed kindness and helped each other out.
 - Make a list of these people and their helpful acts.
 - Create a diagram with “profile pictures” of each individual. Draw lines to connect characters that helped each other out.
 - Give a report about the characters explaining their helpful actions.
2. In what ways do you think Ann Fay changed or matured in this book? What attitudes or beliefs did she have that changed? Cite examples from COMFORT to support your response. Which experiences or other characters do you believe influenced her to change?

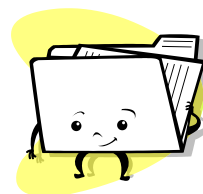


Lapbook Project

Make a lapbook with important information about Warm Springs, Disability, and Post-War Trauma. A lapbook is a file folder with pockets, diagrams, flaps, mini books, removable parts etc. that conveys information on a particular topic. [Learn more about lapbooks here](#) and [see lots of samples here](#). See [components here](#). [View a video tutorial here](#).

Some things you could include in your Lapbook.

- Timeline of disability history
- Definition & facts about therapy for people with disabilities
- Pocket with some photographs (search online) of special equipment that polio survivors used to help them function
- Flap with hidden information about how polio is spread or about the 3 types of polio
- Envelope or mini-book with cards showing treatments for polio.
- Mini-book with a polio recovery story (either a real person’s story told in your own words or a fictional story based on facts you’ve learned about polio)



Mini-book or accordion fold-out with photos and information about Franklin D. Roosevelt and his journey with polio.

- Mini photo album with images of [famous people who had polio](#)..

Create a Scrapbook



Want to see my scrapbooks? She patted the chair beside her, and I sat down.

The album was filled with Suzanne's favorite movie stars—June Allyson, Doris Day, Susan Hayward, and lots more. (p. 130)

Make a scrapbook of Ann Fay's experiences in Comfort. Search online or in magazines for images of people and items that represent characters and situations in the book. For each image, create captions or use quotes from the book.

Collect & Study Stamps (Philately)

Both Gavin and President Roosevelt enjoyed collecting stamps.

Reread Chapter 25. Then Research Philately – the study of stamps and postal history.

[The American Philatelic Society](http://stamps.org/A-Hobby-for-Everyone) – <http://stamps.org/A-Hobby-for-Everyone> – this site is a terrific place to learn about stamp collecting.

Create an album and collect stamps that portray some aspect of history. Google images of postage stamps to get ideas. Or choose from this list.

- Presidents
- Diversity
- Medical Pioneers
- Sports
- Animals
- Historical landmarks
- World Leaders

This image of the Roosevelt commemorative envelope and stamps was provided by a Leon Trotter, a former Warm Springs patient. Leon is also a minor character in the book.
Can you find him?



Another idea:

Collect all the stamps that come on the mail into your home for one month. Paste them into an "album" and do mini research projects on the various stamps. Write captions describing why each was created or what it represents.

Find & Share a Disability Story

Seek out someone who has had to overcome an illness or some specific challenge. Ask if they experienced disability or prejudice and what it is like to function in school and other places with their particular challenge. Learn as much as you can about their adjustments and what new abilities they discovered in themselves. Ask what they would like other people to know about their challenges and how they would like others to interact with them.

Find a way to share their story through photographs, story, art, or a verbal report.



Explore Diversity

Learn about a culture that's different than your own. If you're fortunate to have classmates who have a different race, language, or culture than yours, choose one of them to interview or read a book about that culture. If you don't go to school with anyone of a different culture you can still choose a culture that you are curious about or someone who lives in your community.

Some possible explorations:

- Learn a little bit of the language (hello, goodbye, love, colors, numbers, etc.).
- Find a recipe or taste some food from the culture.
- Search for some traditional music.
- Try to find some history of the culture.
- Based on what you've learned, what questions do you think people from this other culture would have about you and your culture.

Organize what you learned and share it in an oral report, class discussion, PowerPoint, or Vimeo

Research and Report on a COMFORT-related Topic

1. Take notes
2. Organize the information
3. Share this information with your class or with a group assigned by the teacher
4. Choose from these or other COMFORT related topics
 - Post war trauma (PTSD or Post Traumatic Stress Syndrome)
 - Disability history
 - Franklin Roosevelt and how he changed our views about disability
 - Georgia Warm Springs Foundation and who it serves today
 - Tuskegee Institute and the treatment of African-Americans with polio
 - Peg Kehret, author of middle grade novels and *SMALL STEPS: The Year I Got Polio*.
 - People First Language as a way of speaking about people with disabilities.

Suggested Reading

Small Steps: The Year I Got Polio – Peg Kehret

Rules by Cynthia Lord

Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman by Kathleen Krull

Risking Exposure by Jeanne Moran

Wonder by R.J. Palacio

Who Was Franklin Roosevelt? by Margaret Frith

A Paralyzing Fear: The Triumph Over Polio In America by Nina Seavey, Paul Wagner, Jane Smith

Websites

- [Disability is Natural](http://www.disabilityisnatural.com/) - <http://www.disabilityisnatural.com/>
- [Warm Springs Historic District](https://www.nps.gov/nr/travel/presidents/roosevelts_little_white_house.html) - https://www.nps.gov/nr/travel/presidents/roosevelts_little_white_house.html

The Series: BAKERS MOUNTAIN STORIES

Aim - Junior Bledsoe searches for purpose in the wake of his father's death.

Blue - Ann Fay Honeycutt takes on the challenges of war on the home front and a polio epidemic.

Comfort - Ann Fay Honeycutt faces life after polio and war.

Drive - Twins, Ida and Ellie Honeycutt juggle fierce competition and deep sister love.

Equal - Jackie Honeycutt must decide whether to speak out against bullying and racial bigotry.



Published by [Boyd's Mills & Kane](http://www.boydsmillsandkane.com)

Moyer Hostetter, Joyce, COMFORT, Boyd's Mills & Kane, 2009

Questions for Discussion

Chapter 1 – After The War

1. What changes did Ann Fay see in her father after he came home from the war?
2. Do you predict that Ann Fay will see Imogene again? Why or why not?
3. Why did Daddy like to eat gravy and biscuits, mashed potatoes, and blackberries so much when he returned from the war?

Chapter 2 - The Radio

1. How had Junior Bledsoe changed while Ann Fay was in the hospital?
2. Why do you think Junior wanted Ann Fay to have a radio?
3. Why didn't Ann Fay feel as if she fit in anymore?

Chapter 3 - The Bomb

1. How has having polio changed Ann Fay's friendships?
2. How has the war changed Daddy's attitudes toward the world?
3. What do you think Daddy was thinking about when he heard the radio announcement about the atomic bomb?

Chapter 4 - Nagasaki

1. President Truman said the bomb would save thousands and thousands of lives. Does this seem like a true idea? Why or why not?
2. He also said the bomb had tragic significance but America should gladly bear that burden. What do you think this means?

Chapter 5 - School

1. Why do you think Peggy Sue wanted to invite Junior to the movies with her and Ann Fay?
2. What do you think was the hardest part of going to back to school?

Chapter 6 - Disaster

1. Why didn't Ann Fay like being sent ahead of the class when he was time to go places at school?
2. Do you think Peggy Sue was still a good friend or did she simply feel sorry for Ann Fay?
3. Do you think Ann Fay had a good understanding of how people really felt about her?

Chapter 7 - Comfort

1. Why did Ann Fay view wisteria differently after the summer of the polio epidemic?
2. Why do you think she returned to wisteria mansion to cry about her humiliation?
3. Why do Ann Fay and her father understand each other so well?

Chapter 8 - Imogene's Songs

1. Do you agree with Daddy's idea of what makes a person rich? What do you think makes a person rich? Would you rather be rich or have a close, happy family?
2. Ann Fay asks, "What is happening to my daddy?" What do *you* think is happening to her father?

Chapter 9 - Surprises

1. Why do you think Daddy brought a dog home for the family?
2. Why doesn't he get a job?
3. Why did Ann Fay decide to go to work at Whitener's Store?

Chapter 10 - Otis Hickey

1. Why didn't the men like hearing Otis talk about the war and what happened to his buddy?
2. What are some of the different feelings Ann Fay has about working at the store?

Chapter 11 - The Car

1. What does Momma do when she is upset?
2. How is Ann Fay feeling about her relationship to both her parents?
3. Do the Hinkle sisters seem like sisters? How are they the same? How are they different?

Chapter 12 - Georgia

1. How did Ann Fay feel when she was at her grandparent's house?
2. How did she feel at Warm Springs Foundation?
3. Do you think she wants to go to Warm Springs to stay?
4. Why do you think she felt homesick for the Hickory polio hospital?

Chapter 13 – Staying in Warm Springs

1. What made Ann Fay decide for sure to go to Warm Springs for therapy?
2. Why did Dr. Gaul say if Ann Fay wasn't ready for Warm Springs, there was no point in wasting time and money on it.
3. Do you think going to Warm Springs was running away from her problems or going toward help?

Chapter 14 - Christmas

1. How can you tell that Ann Fay lives in a close and friendly community?
2. Do you think Daddy meant it when he said he would build an indoor bathroom and running water in the kitchen? Do you think he will be able to do that?
3. Were you surprised to realize that Junior Bledsoe didn't know Peggy Sue had a crush on him? What do you think about Ann Fay's statement that some people are plumb stupid when it comes to love?

Chapter 15 – Warm Springs, Georgia

1. How can you tell that Ann Fay was having trouble leaving North Carolina and her family behind?
2. How will living at Warm Springs be different for Ann Fay than being at home was?
3. Does Warm Springs seem like the kind of place you would like to stay at for a while? Why or why not?

Chapter 16 - New Friends

1. Identify some of the different emotions Ann Fay felt on her first day at Warm Springs.
2. Compare and contrast Ann Fay's hometown experiences with those she is having at Warm Springs?
3. What racial attitudes did Ann Fay begin to notice at Warm Springs?
4. How did Ann Fay compare and contrast Sam and Junior?

Chapter 17 – Examinations

1. Do you predict that Warm Springs will be a good experience for Ann Fay? Explain.
2. How can you tell Ann Fay has mixed emotions about being at Warm Springs? Do you think that in this chapter her feelings are more positive or more negative?
3. What are the positive things she is experiencing? How is this different than life at home?

Chapter 18 - Fun and Games

1. The program at Warm Springs was the vision of Franklin D. Roosevelt. How can you tell that it was initiated by someone who knew what it was like to have polio?
2. Why was Ann Fay more comfortable with Suzanne than with Olivia?
3. Do you think Ann Fay is becoming interested in Gavin as a boyfriend? What makes you agree or disagree with this idea?

Chapter 19 – Changing

1. Do you think getting healed at Warm Springs will be easy or hard for Ann Fay. Explain.
2. What changed for Ann Fay when she went into the pool?
3. Momma's letter did not mention anything about Daddy? Do you think this is a good sign or not so good sign?
4. Ann Fay decided that babies who were born after their fathers came home from the war were lucky because they wouldn't know how the war had changed their fathers. Do you think this is true? Why or why not?

Chapter 20 - Valentines

1. How can you tell Ann Fay is still feeling a little bit responsible for her family? Is this a good thing? Why or why not?
2. Is Ann Fay starting to be interested in Gavin as a boyfriend? Do you think she likes him or is she just intrigued by the idea of a boy liking her?

Chapter 21 – Magic Hill

1. What parts of this chapter seem to be based on real history?
2. What parts do you think may have been legend or hearsay? Do you think Magic Hill was a real place?

Chapter 22 – Singing

1. How is Ann Fay’s image of herself changing even within this chapter? What kinds of factors influence her opinion of herself?
2. Does being at Warm Springs give her confidence or take away her confidence?
3. How is Ann Fay’s daddy with her even when she is at Warm Springs and he is back home?

Chapter 23 - Hubert

1. Why did being at Warm Springs suddenly feel unsafe to Ann Fay?
2. Why do you think the incident with Hubert made Ann Fay feel homesick?
3. In what way did Suzanne remind Ann Fay of Imogene?

Chapter 24 – Mr. Botts

1. Ann Fay learned from Mrs. Trotter that Hubert had “war neurosis”. What can you learn about war neurosis? What do we call that today?
2. Do you think that having a name for the way war affected Daddy will help Ann Fay and her family to know how to help him?
3. How did being at Warm Springs change Mr. Botts?
4. What do you think Ann Fay is learning from Mr. Botts?

Chapter 25 – Gavin

1. Ann Fay said that Suzanne got around campus like a box of chocolates. What do you think that meant?
2. Do you think Ann Fay and Gavin are a good match? Why or why not?
3. Were you surprised that Junior Bledsoe showed up at Warm Springs? How do you think this will complicate Ann Fay’s life?

Chapter 26 – Disbelief

1. How do you think Junior feels about Ann Fay and her friendships at Warm Springs?
2. Are you surprised to hear that Daddy is becoming violent at home? Why or why not? What do you think is causing this?
3. Ann Fay doesn’t think she is ready to go home. She doesn’t feel strong enough. What do you think about this? How do you think being at Warm Springs has made her stronger?

Chapter 27 – Desperation

1. What do you think Ann Fay will miss most about being at Warm Springs?
2. Are you surprised that she and Suzanne came up with a plan for her to leave?
3. Why was Ann Fay certain that Junior would help sneak her out of there?

Chapter 28 – Leaving Warm Springs

1. Why do you think Ann Fay dreamed about losing some little shiny thing?
2. Ann Fay felt that Warm Springs brought out better things in her. Why do you think being there influenced her to change?
3. Why was she so honest and blunt when talking to Junior?
4. Are you surprised to find out how he feels about her? Why or why not?

Chapter 29 – Home

1. Why do you think Junior wanted to face Daddy rather than simply drop Ann Fay off?
2. Who do you think Ann Fay trusts more in this chapter—Daddy or Junior? Explain.
3. How do you feel about Ann Fay being back home? Does it seem like the right thing? Do you think she can help?

Chapter 30 – Telling

1. Do you think the patrolman was concerned about Mama's black eye? How could you tell? Why do you think he accepted her explanation? Do you think he believed it?
2. Is Ann Fay's father a mean person now? Does he still love his family. Explain.
3. What changes do you think the students at school noticed in Ann Fay after being at Warm Springs?

Chapter 31 – Planting Peas

1. Why did Daddy stop tilling the garden? How do you think he felt about not being able to continue?
2. How would you describe Ann Fay and Junior's relationship in this chapter?

Chapter 32 – Getting Help

1. Why do you think Ann Fay was reluctant to let other people know about Daddy's behavior?
2. What were some of the names for the condition that Daddy struggled with? Can you discover some other names for this?
3. How do you think having a name for Daddy's condition helped Ann Fay?

Chapter 33 – Good Days and Bad

1. In what ways is life becoming more normal for Ann Fay in this chapter?
2. How did going back to work at Whitener's Store make Ann Fay feel? In what ways did it remind her of Warm Springs? What does this teach us about the power of relationships?

3. Do you think the incident between Daddy and Ida is different or the same as the violent experiences between Daddy and Mama?

Chapter 34 – Change

1. Were you surprised that Momma sent Daddy away? Where do you think he is staying?
2. What do you think about Otis' idea that a person can carry bad memories around or get them off his chest?
3. Do you think Ann Fay's idea of Otis and Daddy talking about the war will be helpful to Daddy? Explain?

Chapter 35 - Otis

1. Do you think Daddy is mad or glad that Ann Fay arranged for him and Otis to talk?
2. What do you think will result from the two of them talking?

Chapter 36 – Mysteria Mansion

1. Was Momma pleased that Daddy came by the house on Friday evening? How could you tell?
2. How do you think Momma and Daddy feel about each other? What clues did you see in the story?

Chapter 37 – Making Progress

1. Why didn't Mama clean or organize as much after Daddy left?
2. Ann Fay concluded that letting people know about her family shame was a good thing even if it was embarrassing. Do you agree? Explain.
3. What do you think would have happened if the family had tried to solve all their problems on their own?

Chapter 38 – Muddy Water

1. How can you tell the Ann Fay is growing up? What are some of the thoughts she is having about herself and others around here?
2. Do you think she actually wants to see Imogene or is she scared? Explain.

Chapter 39 - Imogene

1. Was it good for Ann Fay to see Imogene again? Explain.
2. Were you surprised that they felt awkward with each other? Do you think if they had more time they would become best friends again? Why or why not?
3. On p. 274 Ann Fay reflected that maybe the real problem was that everyone liked being comfortable. How do you think changing things between blacks and whites would have been scary?

Chapter 40 - Pure Comfort

1. Do you think the family relationships are getting back to normal? In what way are things feeling like normal and in what ways are they different?

2. When Otis talked about Daddy he mentioned guilt. What do you think Daddy might have told him that made him say these things?

Chapter 41 –Getting to Normal

1. In this chapter Ann Fay mentions one thing polio taught her. Do you think this seems like a benefit? Explain.
2. In this chapter what clues do you see that Daddy is becoming more like his old self?
3. Do you think Peggy Sue and Ann Fay are getting back to their comfortable relationship? Explain.

Chapter 42 – Nothing Finer!

1. Ann Fay says that sometimes she doesn't know what she wants—to be back at Warm Springs or at home with family? What do you think she wants most? Why do you think this?
2. What do you think Ann Fay is feeling for Junior in this chapter? Is she starting to like him in the way he likes her or do you think he is more like a brother to her.

Questions Based on the Author Note in Comfort

1. Name three characters in COMFORT who were real historical people and tell what roles they played in polio history.
2. How do you think that people who had polio may have changed your school or other public places where you go?
3. People first language is naming the person before mentioning their disability (p. 296). Sometimes this can make a sentence feel awkward. Do you think it is important? Why or why not?