

Teacher's Guide

Aligned to the Common Core State Standards

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6th grade

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Notes to the Teacher

The activities and handouts in this Teacher's Guide are meant to supplement your students' reading of *Chains*, by Laurie Halse Anderson. You are free to use the pages as you'd like and to copy them for your students. You are also welcome to share them with colleagues.

Erin Fry and Nicole Boylan have both spent many years in the classroom. They have also worked for several educational publishers, writing curriculum and assessment. Their passion is creating curricula that is pedagogically sound, standards-aligned, and engaging for students. They hope you enjoy this guide and welcome your feedback at their website: <http://curriculumspecialists.blogspot.com/>.

Summary

As the Revolutionary War begins, thirteen-year-old Isabel wages her own fight ... for freedom. Although promised freedom upon the death of their owner, she and her sister, Ruth, become the property of a malicious New York City couple, the Locktons, who have no sympathy for the American Revolution and even less for Ruth and Isabel. When Isabel meets Curzon, a slave with ties to the Patriots, he encourages her to spy on her owners, who know details of British plans for invasion. She is reluctant at first, but when the unthinkable happens to Ruth, Isabel realizes her loyalty is available to the bidder who can provide her with freedom.

Directions for the Pre-reading Activity RI.8.2

1. Instruct students to read the **Historical Background to *Chains*** handout (on the following pages).
2. Have students examine the **Timeline Activity Cards**. For each card, they will determine which date and event corresponds with the image.
3. Once students have completed all of the Timeline Activity Cards, have them cut out the cards and arrange them chronologically. Then, instruct students to draw a timeline on a piece of paper (or multiple pieces) and tape the cards onto their timelines.



Pre-Reading Activity

Historical Timeline

Historical Background to *Chains*

Slaves Arrive in America

The first black Africans arrived in Virginia in 1619. They were treated as indentured servants, people who came to America under contract to work for an employer for a period of years. About a decade later, the first African slaves arrived in New Amsterdam (current-day New York City). By the end of the 17th century, every colony had slaves. On the eve of the American Revolution, about 1 in 5 colonists was a slave — around 500,000 people. Most black Africans were enslaved in the southern colonies, but there were slaves all over the colonies, including big cities like Boston and New York.

International War Breaks Out

By 1750, the British, French, and Spanish all held claims to various parts of North America. In 1754, the French built a fort in the disputed Ohio Valley, leading to an attack on the French fort by a colonial militia led by a young George Washington. The attack sparked a war which became known as the **French and Indian War**. While the British sent thousands of troops to the colonies to lead the war effort, France relied on its Indian allies. The war finally ended in 1763 with France ceding all of Canada to Britain. As a result, Britain became the dominant colonial power in Eastern North America, and the American colonists were able to settle in new parts.

Colonists are Taxed

Despite its victory, the war left Britain in great debt. To pay it off, the British government issued a **Stamp**

Act in 1765, forcing colonists to buy a stamp for every piece of paper they used. Most colonists were furious! For decades, they had made their own laws and now a Parliament hundreds of miles away was taxing them. Newspapers mocked the Act, and many protested by refusing to buy the stamps. The Stamp Act was repealed several months later, but not before the seeds of anti-British sentiment had begun to spread throughout the colonies.

In 1767, the British Parliament further angered the colonists. Intent on raising money to keep British troops in America, the Parliament issued the **Townsend Acts**. These acts taxed American colonists on common items like tea, clothes, and lead. In response, groups of colonists organized a boycott of British goods. In 1770, the British Parliament repealed all of the Townsend Acts except the tax on tea.

Shots Are Fired

By the spring of 1770, tension in Boston between the colonists and British soldiers was high. On March 5, a mob of colonists surrounded a British sentry. Soon after, British soldiers fired into the crowd killing 5 Bostonians. The “Boston Massacre” as the event became known, stirred up passion throughout the colonies. Some called for the British troops to leave the colonies for good and to allow the colonies to be free of British rule — this group became known as **Patriots**. Others remained loyal to the British King — these colonists were known as **Loyalists** and they hoped that the colonies would remain under British rule.



Historical Background to *Chains*

Tea is Dumped

The colonist boycott of British goods, especially that of tea, had greatly diminished the profits of the British East India Company. By 1773, the company needed to sell millions of pounds of its tea or go broke. In an attempt to rescue the company, the British government actually lowered the cost of tea so that colonists would buy it. Soon the company gained complete control over the tea trade in the colonies.

Patriot leaders in Boston, known as the Sons of Liberty, were enraged that the British company had gained a monopoly off the drinking habits of the colonists. And so, on December 16, 1773, they dumped about 90,000 pounds of tea into the Boston Harbor. This event became known as the **Boston Tea Party**. When news of the event reached Britain, Parliament reacted with a new set of laws, so harsh that they were termed “**the Intolerable Acts**”.

Colonists Begin to Organize

In September 1774, Patriots and Loyalists leaders from twelve colonies convened at the **First Continental Congress**. They agreed to send a letter to the British King George asking for a repeal of the Intolerable Acts. They also decided to initiate a peaceful boycott of British goods and to meet again in May.

Throughout the winter and spring of 1774-75, leaders urged colonists to continue to boycott British goods. They also organized local militias where volunteers (called Minutemen) trained to be ready to fight in case of a rebellion.

Onward to Lexington and Concord

On April 19, 1775, two Patriot spies, Paul Revere and William Dawes, learned that British troops were going

to march to Concord, Massachusetts, to destroy a purported stash of colonist military supplies. Revere and Dawes rode through the night warning villagers of the upcoming British attack. Fighting broke out at sunrise in Lexington and soon eight colonial soldiers were dead. When the British arrived in Concord, however, the local militia was waiting; after the first British shots rang out, Minutemen surrounded the British and forced them to retreat back to Boston. Despite their losses, colonists saw the British retreat as a victory and as proof that colonists were willing to fight for their freedom.

The American Revolution Begins

In May 1775, colonial leaders met again in Philadelphia during the Second Continental Congress. There they chose George Washington to lead the Continental Army against the British. They also set about managing the war effort and writing the Declaration of Independence.

In January 1776 Patriot Thomas Paine published a pamphlet called **Common Sense**. In it, Paine called on colonists to overthrow its British tyrants and to become independent. Over 120,000 copies were distributed throughout the colonies and Paine’s words persuaded many to support the Patriot cause.

Despite Washington’s ragtag army, the Continental Army had some early successes, including pushing the British out of Boston in March 1776. Washington then moved his army south anticipating a British naval attack on New York City.

By May 1776, New York residents felt an attack by the British was imminent.



Timeline Activity Cards

DIRECTIONS: Read the *Historical Background Handout*. Then, complete the cards below based on your reading. Finally, draw a timeline on your own paper and place these cards on it.



Date:
Event:
Summary of Event:

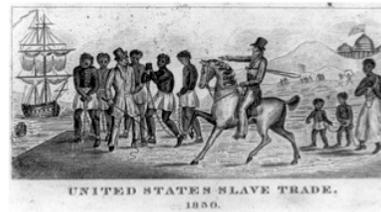


Date:
Event:
Summary of Event:



Date:
Event:

Summary of Event:



Date:
Event:

Summary of Event:



Date:
Event:
Summary of Event:

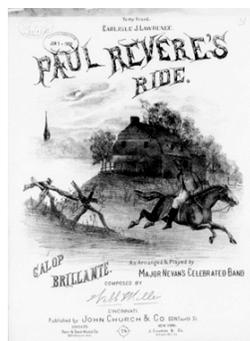


Date:
Event:
Summary of Event:



Date:
Event:

Summary of Event:



Date:
Event:
Summary of Event:



Expanding Vocabulary

Chapters I–V / LS.8.4a

DIRECTIONS: Match the vocabulary word on the left with the correct definition on the right.

- | | |
|------------------------------|---|
| 1. ____ kin (p. 4) | a. a quickly constructed barrier to stop an enemy |
| 2. ____ blockade (p. 10) | b. a monarch, such as a king or queen |
| 3. ____ prone (p. 14) | c. a person's relatives |
| 4. ____ proprietor (p. 15) | d. wasting time, idling |
| 5. ____ indentured (p. 17) | e. bound by a contract, obligated, enslaved |
| 6. ____ sovereign (p. 19) | f. the closing off or surrounding of a place |
| 7. ____ procure (p. 20) | g. to get by the use of special means |
| 8. ____ addlebrained (p. 20) | h. having a tendency toward something |
| 9. ____ impudence (p. 23) | i. the owner of a business |
| 10. ____ brackish (p. 24) | j. stupid and confused |
| 11. ____ barricade (p. 27) | k. rudeness or boldness |
| 12. ____ dawdling (p. 35) | l. slightly salty |

DIRECTIONS: Use the words above to correctly complete each sentence below. Not all words will be used.

13. As the owner of the store, the _____ did not like to find his employees _____ and made sure to keep them busy at all times.
14. After having to drink the _____, disgusting water while we were on our camping trip, my brother and I tried hard to _____ something better to drink the minute we arrived home!
15. My parents always tell me I have to be nice to my cousins, on account that they are my _____.
16. My little sister is _____ to silence, since she is very shy; many people think she is _____, often whispering that she is stupid or dumb behind her back.
17. When we speak out of turn, our teacher often tells us that _____ will not be tolerated in our classroom.
18. With enemy ships in the harbor, the general ordered a _____ to try to surround them and force a surrender.



Chapter Response Questions

Chapters I – V

Identifying Setting RL.8.2

The **setting** of a novel refers to its time period and location. It usually changes as the story unfolds. Answer the following questions to identify the initial setting of *Chains*.

1. What dates do the first five chapters span?
2. In which colony does the story begin? To what city do Isabel and Ruth travel in Chapter IV?
3. Based on what you've read so far and what you know about the historical significance of this time period, why will the setting play an important role in the story?

Determining Point of View RL.8.6

The **point of view** of a story refers to the perspective from which the story is told. *Chains* is told in the **first person point of view** because the story is narrated by a character (Isabel), we can only see her perspective, and the author uses the pronouns "I" and "me" when referring to the narrator.

4. Write down a quote that shows that the story is told from the first person point of view. Circle 1 – 3 words in that quote that signal the first person point of view.



5. Why do you think the author, Laurie Halse Anderson, chose to write this book from first person point of view?

6. As a reader, what do you gain from the first person point of view? What do you lose?

Discovering Imagery RL.8.4

The author, Laurie Halse Anderson, uses a lot of *figurative language*, words and phrases that produce vivid images in the reader's mind. Re-read the following passages. Then draw a simple sketch of the image each passage produces in *your* mind.

7. ... *Mr. Robert dropped the heavy coins into a worn velvet bag. The thudding sound they made as they fell to the bottom reminded me of clods of dirt raining down on a fresh coffin. (p. 23)*

8. *They kept moving us over the water, stealing us away from our ghosts and our ancestors, who cried salty rivers into the sand. (p. 25)*

9. Now find your own passage (1 – 3 sentences) from the first five chapters that produces a particularly strong image in your mind. Copy the passage and draw a simple sketch. Then explain why that passage is so powerful to you.



Analyzing Primary Sources RH.8.2

A **primary source** refers to first-hand information that was created at the time of an event. Primary sources can be newspaper articles, speeches, court documents, letters, etc. The author uses a primary source excerpt at the beginning of each chapter. These quotes sometimes foreshadow the plot, add historical content, or contrast the plot and history. As you read *Chains*, pay close attention to these quotes and think about why Halse Anderson placed them where she did.

10. *YOUTH IS THE SEED TIME OF GOOD HABITS, AS WELL IN NATIONS AS IN INDIVIDUALS.*
Thomas Paine, Common Sense (p. 3)

- a. *Common Sense* was a pamphlet published in January 1776 urging American colonists to declare freedom from their British rulers. According to its author, Thomas Paine, what is the purpose of youth?
- b. How does Paine compare an individual's youth with a nation's youth?
- c. Why do you think Halse Anderson would use this quote to begin *Chains*?

11. Re-read the primary source excerpt for Chapter III (p. 13).

- a. What is this document?
- b. Where was it printed?
- c. What does it reveal about slavery in colonial America?
- d. How does the primary source excerpt fit with this particular chapter?



Expanding Vocabulary

Chapters VI–X / LS.8.4a; LS.8.5b

DIRECTIONS: A synonym is a word that means the same or almost the same as another word. Match the synonym on the right with the vocabulary word on the left.

Vocabulary Terms

1. _____ vexing (p. 37)
2. _____ privy (p. 44)
3. _____ pallet (p. 48)
4. _____ whetstone (p. 53)
5. _____ brocade (p. 54)
6. _____ flogged (p. 64)
7. _____ confuddled (p. 65)

Synonyms

- a. annoying
- b. straw-filled mattress
- c. richly woven fabric
- d. grindstone, sharpener
- e. whipped, beaten
- f. outhouse
- g. extremely confused

DIRECTIONS: Now, find a Vocabulary Term on the left that fits in each sentence below.

8. After the surgery, the medication they gave me left me feeling drowsy and _____.
9. Her lovely _____ gown hung all the way to the floor, its golden hues so complementary to her auburn hair.
10. The young boy was afraid to use the _____ at night by himself since it meant traipsing down a long, dark path.
11. She knew if she was caught out at night without permission, she might be _____ by her owner in the morning.
12. After having slept on a soft feather mattress all of her life, lying down on the thin straw _____ was very uncomfortable.
13. The young child's tantrum was particularly _____ since I'd just spent the entire afternoon trying to do everything to make her happy and comfortable.
14. The missus of the house ordered that all the knives be sharpened in preparation for the dinner she was hosting, so we gathered them and headed for the _____ outback.



Chapter Response Questions

Chapters VI – X

Examining Characters RL.8.3

Authors develop a believable and likable character by giving the reader information about his/her background, family life, personality traits, and feelings. We learn about the characters in a novel by examining what they think, feel, say, and do, as well as what others say and think about them.

1. Sketch a picture of how you envision Isabel. Around the picture, write four words describing what she's like. Under the picture, pull out a specific quote from the book that supports each word. For instance, for the word "brave," you might use this quote: "I kept my face still as a plaster mask, but inside my brainpan, thoughts chase round and round. By the time the men rose to leave, I knew what I had to do." (p. 61)
2. Write down five things you know about Ruth (age, disability, background). Then explain how Isabel feels about Ruth and use a quote from the book to support your answer.
3. Describe Curzon. Then explain what Curzon says he is fighting for.



7. Re-read the primary source excerpt from Samuel Johnson on page 36. Why does Samuel Johnson find it ironic that the loudest calls for liberty come from slave owners?

8. Re-read the primary source excerpt on page 62. What is Colonel Knox’s point of view on New Yorkers? Do you think Isabel would agree with Knox? Why or Why not? Do you think the author, Laurie Halse Anderson, would agree with him?

Examining Verb Moods LS.8.1c

Verb tenses indicate whether an action is in the present, past, or future. Verbs also have moods which demonstrate a state of being or reality. Below are three of the five common verb moods:

The **indicative mood** states a fact or opinion, or describes something in the plot. Most sentences in this novel reflect an indicative mood.

EX: *The master was locked in his library.* *Becky poked me gently in the back.*

The **imperative mood** makes a demand. Usually the subject doesn’t appear in the sentence but is simply implied.

EX: *First, spit on the stone.* *Hurry!* *Keep the wine flowing and the plates full.*

The **conditional mood** indicates a condition that might cause something else to happen. Words that indicate the conditional include *might*, *could*, *should* and *would*.

EX: *I should have explained before.* *You might be better served if you placed your loyalty with us.*



Writing a Persuasive Speech W.8.1

Re-read Chapter XIV. Then write a speech that the mayor might have delivered the following day urging Loyalists to support the assassination of General George Washington. Include the following:

- a strong introduction where you state your position that Washington must be killed.
- a defense of your position. Incorporate examples and at least one quote from the text.
- an acknowledgement of the opposing view and a rebuttal of that view.
- a strong conclusion that restates your position.

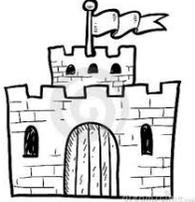


Expanding Vocabulary

Chapters XI – XV / LS.8.4a

DIRECTIONS: Complete the following Vocabulary Map. Use the example to help you.

Vocabulary Map

Word	Sentence from book in which the word appears	A short definition	Illustration of word OR a connection to my life
fortifications (p. 75)	<i>"Fortifications," a soldier explained to a cart man. "To protect against the invasion ... "</i>	Structure for defense	
inclination (p. 77)			
parole (p. 82)			
fervor (p. 89)			
prattle (p. 95)			



Chapter Response Questions

Chapters XI – XVI

Analyzing Theme RL.8.2

On your own paper, create simple sketches for Elihu Lockton, Curzon, and Isabel. Add a large speech bubble to each character (include enough room to write a paragraph). Write the words, “Liberty to me means ...” at the top of each speech bubble. Then, do the following:

- Finish the opening sentence from the perspective of the character.
- Support your claim with examples or evidence from the text.
You may want to re-read pages 38 – 39 and 89 – 90.
- Provide a concluding statement that summarizes your position.

EXAMPLE:



Liberty to me means ...



Discovering Symbolism RL.8.1

A **symbol** is something (an object, place, or person) that stands for something else. Authors often use symbols to communicate a deeper meaning. Re-read pages 81 – 84.

1. What might the water pump symbolize to slaves?

2. Who or what might Grandfather symbolize to slaves?

3. What might the book *Robinson Crusoe* symbolize to Isabel?

Interpreting Similes and Metaphors RL.8.4

Authors use **similes** and **metaphors** to compare two unlike things and create more vivid and interesting mental images. Similes use the words “like” or “as” whereas metaphors do not.

Re-read page 89. Then examine this simile: *A Loyal New York cuts off New England from the other colonies. The rebellion will wither **like** a vine cut off at its roots. (p. 89)*

4. What two things are being compared?

5. Based on this simile, what will happen if New York stays in the Loyalist camp? Why is this an effective comparison?



6. What does the mayor think about this strategy?

Examine this metaphor: *The beast has grown too large ... If it breaks free of its chains, we are all in danger. We need to cut off its head. (p. 89)*

7. What is the *beast* in this metaphor?

8. What are the *chains* that are holding the beast down?

9. How does the mayor suggest that the Loyalists *cut off the beast's head*?



Expanding Vocabulary

Chapters XVI – XXV / LS.8.4a; RL.8.4

DIRECTIONS: Read each sentence from *Chains*. Use the context of each sentence to determine which of the definitions in the box below make the most sense to replace the underline word. Write that definition in the blank.

a medicinal concoction

sheath for a sword

bold and disrespectful

a sudden loss of consciousness,
similar to a stroke

causing a feeling of disgust

crooked

incitement of resistance to authority

to beg for urgently

pan for holding burning coals

something that is contagious
or infectious

1. Two mornings after my meeting with the colonel, a visitor pounded at the kitchen door. ... The noise near gave me **apoplexy**. (p. 107)

From this passage, apoplexy might mean _____.

2. Instead of wearing a hat or coat, he had a long cloak draped over his head, and his wig sat **askew**. (p. 107)

From this passage, askew might mean _____.

3. The captain said something that we couldn't hear, and then he pulled the sword from his **scabbard** ... (p. 115)

From this passage, a scabbard might be a _____.

4. Thomas Hickey, you have been ... found guilty of the capital crimes of mutiny and **sedition**, of holding a treacherous correspondence with, and receiving pay from, the enemy ... (p. 116)

From this passage, sedition might mean _____.



5. Lighten our darkness, we **beseech** thee, O Lord; and by thy great mercy defend us from all perils and dangers (p. 118)

From this passage, beseech might mean _____.

6. Within the pouch lay a green flask filled with a calming **elixir** prescribed by the doctor. (p. 124)

From this passage, an elixir is probably a _____.

7. “You will not address me in that **insolent** manner.” (p. 134)

From this passage, insolent probably means _____.

8. A **brazier** filled with hot coals sat on the ground a few lengths in front of me. (p. 146)

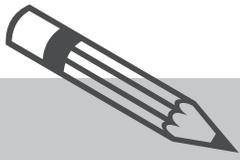
From this passage, a brazier is probably a _____.

9. “The healer woman put a comfrey salve on it to draw out the **pestilence.**” (p. 151)

From this passage, pestilence is probably _____.

10. “I find the buying and selling of children most **repugnant.**” (p. 152)

From this passage, repugnant probably means _____.



Chapter Response Questions

Chapters XVI – XX

Creating Suspense RL.8.6

Suspense in a novel occurs when the author creates anticipation or uncertainty about what is about to happen. Gail Carson Levine, a young adult author, cites some of these techniques to create suspense:

(taken from: <http://ingridsnotes.wordpress.com/2010/09/07/12-ways-to-create-suspense/>)

Time: Make the pressure loom by using a ticking clock device or a destination in the future that is looming. Worried thoughts can also help emphasize the time.

Distance: Create space between your character and his/her goal. A need to reach a faraway destination creates suspense.

Thoughts: Make your characters worry; show us the tension through their thoughts.

Setting: A dangerous environment will create immediate tension.

Isolation: Create a situation where there is danger around the main character but he/she is also isolated.

Disaster: Create a disaster, either small or large — for your characters such as a tornado or a sudden loss of transportation.

1. Re-read Chapter XVI. Which of the above techniques does Halse Anderson use to create suspense in this chapter? Cite at least two techniques and use specific quotes from the chapter to support your answer.
2. Re-read Chapter XVIII. Which of the above techniques does Halse Anderson use to create suspense in this chapter? Cite at least two techniques and use specific quotes from the chapter to support your answer.
3. As readers, we know the historical outcome of the American Revolution, specifically that the Patriots eventually win the war and that the harsh conditions of slavery continue. How does our point of view as readers add to the suspense?



Writing a Suspenseful Narrative W.8.3a-e

4. What do you think happened to Elihu Lockton? Write a multi-paragraph suspenseful narrative from the perspective of Elihu Lockton detailing his narrow escape on Friday, June 28th (p. 106 – 110). Use the techniques above to create drama and suspense. Include the following:
 - Open with these words “It was a harrowing escape. Many moments I thought I would be captured and hanged”
 - Use descriptive details and sensory language to capture the drama of the escape.
 - Include dialogue between two characters.
 - Use a variety of transition words to convey the event sequence.
 - Provide a conclusion that explains where Elihu ended up and his fate.

Evaluating Primary Sources RH.8.2, RH.8.4

Re-read the primary source excerpt for Chapter XX on page 123. Then answer these questions:

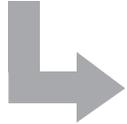
5. Who was John Hancock? What was the purpose of his letter to George Washington?
6. Based on your reading of the chapter, where was the letter read from? What was the reaction to it?
7. Why does Halse Anderson include this primary source excerpt for this chapter? How does it strengthen the chapter?
8. How does Halse Anderson bring this historical event to life? Choose two sentences from the text that support your response.



Analyzing Literature RL.8.3

Chapter XXI is a turning point for Isabel. Fill in each of the boxes below to show how learning that Ruth has been sold becomes a catalyst for a chain of challenging and unexpected events, which change the course of Isabel's journey.

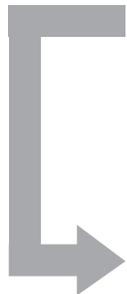
Isabel learns that Ruth has been sold.



In response, Isabel ...



Madam responds by ...



This leads Isabel to leave the house and ...



Madam comes after her and ...



Comparing Characters RL.8.6

3. These chapters highlight the different ways that Madam Anne and Lady Seymour view slavery and therefore treat Isabel. In the diagram below, copy at least two passages of text from chapters 21 – 24 that highlight the different viewpoints of these two women on slavery, shown by their treatment of Isabel. (*Hint*: see pages 135, 144 – 45, 151 – 153, 157)

Madam Anne's Viewpoint

Lady Seymour's Viewpoint



Identifying Infinitives LS.8.1a

A **verbal** is a word formed from a verb but functioning as a different part of speech. One kind of verbal, an **infinitive**, is formed by placing **to** in front of the present tense form of a verb.

Examples of infinitives: **to live** **to think** **to jump** **to be** **to hear**

Infinitives may function as **adjectives, adverbs, or nouns** in sentences. **For example:**

As a Noun: “Girl,” she said to me as I prepared **to sweep** the kitchen floor (p. 68)

As an Adjective: “There is nothing **to worry** about.” (p. 72) (Notice how it comes AFTER the noun it is describing: nothing.)

As an Adverb: “Perhaps you’d send a man **to root** through the potatoes and parsnips in the cellar.” (p. 73)

(NOTE: You can always identify an adverbial infinitive by inserting the test words **in order** in front of the infinitive. If the words **in order** make sense, the infinitive is adverbial. E.g. *Perhaps you’d send a man in order to root through the potatoes and parsnips in the cellar.*)

YOUR TURN: Underline the infinitives in the sentences below. Then, decide if each infinitive is functioning as an adjective, an adverb or a noun and write that in the blank.

7. I wanted to shout, *The money is underneath the false bottom!* (p. 73) _____
8. Becky sent me to fetch the Lady Seymour (p. 75) _____
9. “I will write a note for you to take to the lawyer’s office before you go home” (p. 77) _____
10. “And I have bigger fish to fry than your army” (p. 83) _____
11. “Go on!” she told me without offering to help. (p. 86) _____

(Note: Answers to #7 – 11 on the Vocabulary Answers page)



Expanding Vocabulary

Chapters XXVI – XXXV / LS.8.4a; RL.8.4

DIRECTIONS: Read each sentence below, which contains an underlined vocabulary word. Use the clues in each sentence to determine the most likely definition of the word and answer the question that follows.

1. **Melancholy** held me hostage, and the bees built a hive of sadness in my soul. (p. 157)

Melancholy most likely means _____.

If you were feeling melancholy, you would be most likely to

- a. stay in bed all day. b. go out and celebrate. c. clench your fists.

2. "One of us here was **privy** to the rebel plans, worked with one of the bosses there." (p. 165)

Privy most likely means _____.

You would be probably be privy to something if it was about

- a. a stranger. b. your best friend. c. your teacher.

3. He took my chin in his fingers, turning so that the last rays of the sunset fell on my scar.

"Is the / for 'illustrious' or perhaps '**impertinent**'?" (p. 183)

Impertinent might mean _____.

A child who was impertinent might

- a. help a stranger. b. need help with homework. c. talk back to an adult.

4. It was not morning; it was an **inferno**. Flames curled out of all the windows next door. (p. 191)

An inferno is most likely _____.

If you were watching an inferno, the colors you would most likely see would be

- a. blue and gray. b. red and orange. c. white and black.



5. Her words were **garbled**, like she was talking underwater, but I finally understood. (p. 194)

Garbled most likely means _____.

Someone whose words are garbled is

- a. hard to understand. b. speaking loudly. c. speaking quickly.

6. While the fires still raged, groups of soldiers searched for **arsonists**. (p. 197)

Arsonists are most likely _____

People who are arsonists would most likely

- a. survive a fire. b. set fires. c. volunteer to fight fires.

7. "The prison is so stuffed, the walls are ready to burst. We've had to pack them into sugarhouses and the **confiscated** churches, too." (p. 211)

Confiscated most likely means _____.

Something that a teacher would confiscate would be a

- a. ipod. b. pencil. c. textbook.



Chapter Response Questions

Chapters XXVI – XXX

Dramatic Irony RL.8.6

When an audience knows something that a character does not, it is called **dramatic irony**. Authors use dramatic irony to create tension, suspense, and sometimes humor.

Throughout this story, the reader knows more than Isabel since the historical events happening around her — those involved with the American Revolution — have already taken place. In the chart below, fill in a few details for each of the topics to show what Isabel knows or thinks is occurring and what the readers already know will happen.

	Isabel's Perspective	Reader's Perspective
The outcome of the war		
Her chances at freedom with the British army		

1. Describe how your knowledge of history creates added tension when you read the following scenes:
 - Isabel leaves Madam's house and decides to join the British army, hoping they will give her freedom. (*Hint: What was the outcome of the war? What are her chances of gaining freedom this way?*)
 - Curzon insists that he is an American soldier and has been promised freedom for enlisting in the place of his master. (*Hint: Were many slaves freed after the war?*)



Analyzing Literature RL.8.3

In these chapters, Laurie Halse Anderson uses specific incidents to show us new sides to a character as well as propel the story forward by forcing Isabel to make decisions. Think about how the following lines contribute to the overall significance of the story.

4. *The woman in the yellow head cloth worked the pump for Grandfather. “The British promise freedom to slaves but won’t give it to the white rebels,” she said as she pushed the handle up and down. “The rebels want to take freedom, but they won’t share it with us.” (p. 166)*

How does this argument stick in Isabel’s mind and shape her actions in future chapters?

5. *I made slow progress in this manner for two blocks when Curzon joined me.*

He would not look at me. Didn’t say a word, neither. He simply carried the buckets to the Locktons’ gate for me, then walked away. (p. 168)

What does this reveal about Curzon’s character? How does this action begin to shape Isabel’s feelings for Curzon? Cite specific examples from the text that support your answer.

6. *“Everything that stands between you and freedom is the river Jordan ... Look hard for your river Jordan, my child. You’ll find it.” (p. 167)*

The river Jordan refers to an actual river between current day Israel and Jordan. This river is referred to in the Old Testament of the Bible as the river that the enslaved Israelites had to cross to become free.

What do you think Grandfather means here? Is he speaking literally or figuratively?



Using Punctuation LS.8.2a

When authors write dialogue, they sometimes have to show that someone talking has trailed off, been interrupted, or paused. To do this, they can use either ellipses or em dashes.

The ellipses (...) are often used to indicate that a speaker is trailing off, pausing or stuttering. Re-read this sentence from page 171. Notice how the ellipses are used to show Becky's incomplete thought.

Becky paused with her spoon in the air. "Makes a body wonder, though ..."

An **em dash (—)** is often used to show speech that has been interrupted. On page 174, Isabel is interrupted by Madam.

"But the cannons, ma'am," I started. "The battle. Surely, it will be a few days before —"

Read the following sentences from the book. An ellipses or an em dash has been omitted. Fill in the blank with the correct punctuation. Then, turn to the page number given and find the sentence to see if you have made the correct choice.

7. "Wait," Jenny announced loudly. "I'll _____ I'll take them." (p. 21)
8. Bellingham cleared his throat and stood up. "Well, ah, the rules _____."
"Do I gather, sir, from your hesitation, that you are unsure of the etiquette involved?" (p. 32)
9. "Yes, ma'am," I nodded. "But _____" I hesitated, not sure if I was allowed to ask questions. (p. 46)
10. "Wife _____," started Lockton. "You can't sell her!" I burst out. (p. 95)
11. "No," I said. "I wouldn't have gone if I had known _____" "No, no, no." I backed away shaking my head. (p. 132)

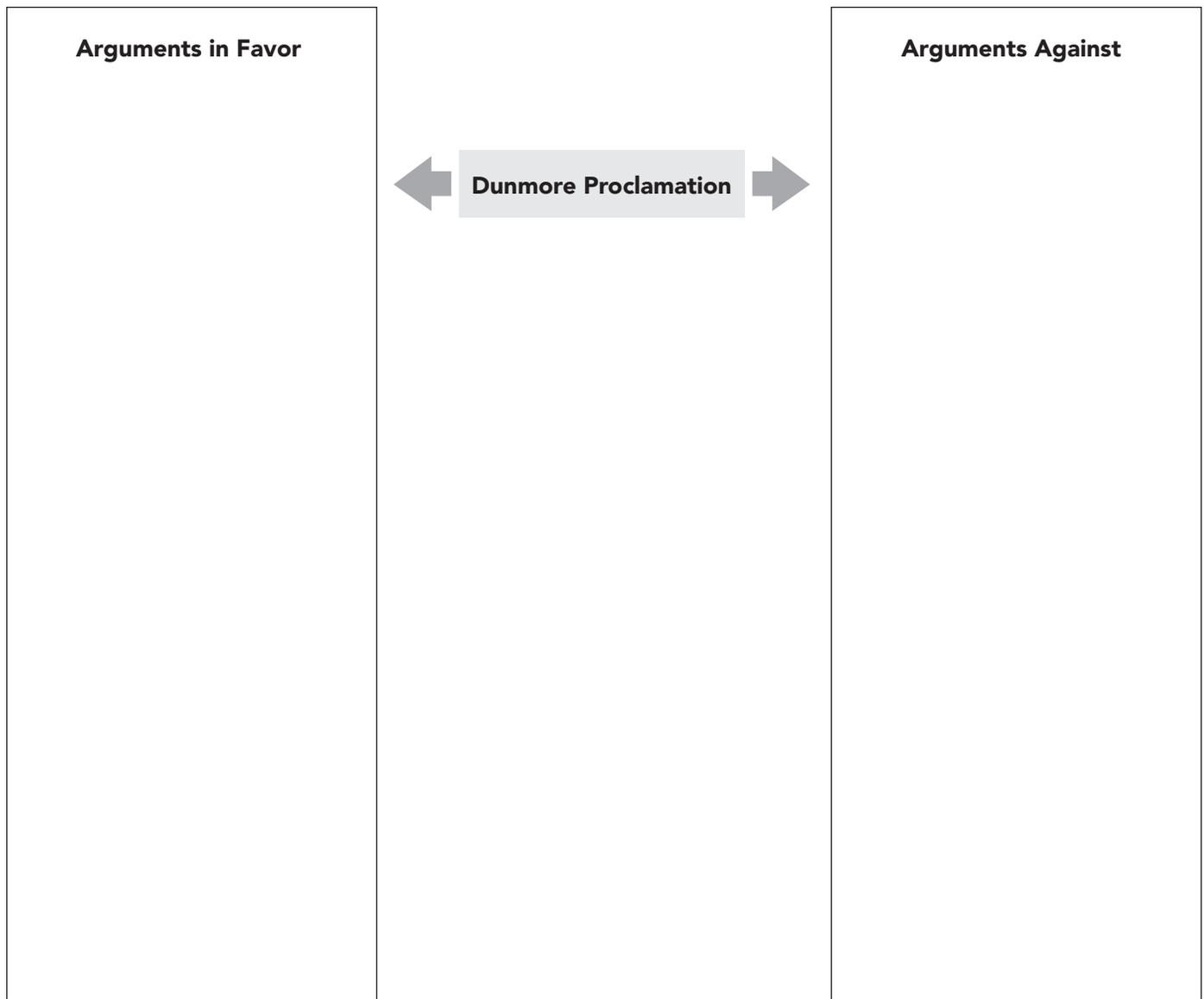


Understanding History RH.8.2, RH.8.5

In November of 1775, Virginia’s royal governor, the Earl of Dunmore, issued a proclamation after he became aware that colonists were forming armies and attacking British troops. Known as “Dunmore’s Proclamation,” it declared Virginia in a state of rebellion and placed the colony under martial law. It also stated, to the dismay of many, “all indentured Servants, Negroes, or others (appertaining to Rebels) free, that are able and willing to bear Arms, they joining his Majesty’s Troops.” This line of the proclamation heightened distrust between masters and slaves by offering freedom to those slaves willing to fight for the king. Fear of revolts increased.

On pages 164 – 167, many of the city’s slaves discuss Dunmore’s Proclamation while getting water.

There are two opposing viewpoints about this proclamation. In the diagram below, copy quotes from the text to illustrate the two sides of this debate.





Chapter Response Questions

Chapters XXXI – XXXV

Understanding History RH.8.2

The *Great Fire* of September 21, 1776, devastated New York City. Re-read the primary source excerpts and Isabel's account of the fire in Chapter XXXI and XXXXII.

1. List five historical facts that you learn about the fire and its aftermath.
2. According to the Loyalists, who started the fire and why? According to the Patriots, who started the fire and why?
3. Explain whether the fire strengthened or weakened the British occupation of New York City.
4. How did the fire and its aftermath affect the relationship between Isabel and Lady Seymour?
5. How did the fire impact Curzon?



Using Descriptive Language RL.8.1

Halse-Anderson invokes all of the reader’s senses while describing the Great Fire. Imagine that YOU are wandering the streets of New York City on September 21, 1776. Draw a simple sketch of yourself, like the one below. Then complete the sentences to describe what you hear, see, feel, and smell. Incorporate specific details from the text.

I hear ...

I see ...

I smell ...

I feel ...



Documenting Change in a Character RL.8.3

6. Despite incredible hardships, Isabel continues to grow and change. Reflect on this change by completing the following graphic organizer.

Re-read Chapter XXX. Give one adjective to describe Isabel in this chapter. Cite one piece of evidence (piece of the text) that depicts that adjective (in other words, if your adjective is "anxious", copy a phrase that shows Isabel is anxious)



The Great Fire of 1776



Re-read pages 213 – 214. Give one adjective to describe Isabel in these pages. Cite one piece of evidence from the text that depicts that adjective.



Interpreting Figurative Language RL.8.4

Throughout this segment, Halse Anderson uses the word “ashes” both literally and figuratively. Re-read these quotes. Then, answer the corresponding questions.

Scraps of ash floated through the air for weeks and found their way into everything, from the butter to the tea. (p. 200)

Ashes drifted into the hollow places in my bones and silted up my brainpan. (p. 200)

The ashes in my soul stirred. (p. 216)

He freed me from the stocks. He is my friend. My only friend. With that, the ashes settled and shushed. My arm lifted light as a feather and pounded the door knocker. (p. 216)

We sat without a word. The ashes within me swirled and filled up my throat again. (p. 220)

7. In which quote(s), does Halse Anderson use the word “ash” literally? In which quote(s) does she use the word figuratively?

8. What does Isabel mean when she says that the ashes enter her body? What do the ashes come to represent to Isabel?

9. Why do the ashes “settle and shush” once Isabel decides to visit Curzon? Why do they “swirl” again when Curzon is telling her about the British raid on Fort Washington?

10. Why is Halse-Anderson’s repetitive use of the word “ash” so effective?



Active and Passive Voice LS.8.3a

Sentences can either be in the **active** or **passive** voice. In an active sentence, the subject is doing the action. An example might be, “John kicks the ball.”

In passive voice, the target of the action is moved up to the subject position. Instead of saying, “John kicks the ball,” one might say, “The ball is kicked by John.” The subject of the sentence becomes the ball, but it isn’t doing anything. Rather, it is just the recipient of John’s foot.

Most of the time, writers try to avoid passive voice because it is vague and awkward. But sometimes, using passive voice can create a sense of mystery or suspense. It can also add variety to sentence structure, as long as it is not over-used. Some examples from *Chains*:

Passive: *The door to Lady Seymour’s bedchamber was just opening. (p. 192)*

Here, we don’t know who or what is opening the door so the subject of the sentence — the door — is acted upon by something we don’t know (presumably Lady Seymour.)

Active: *I reached for the handle and tugged. (p. 192)*

The subject — I — and the verb — reached — are straightforward and the action is clear.

Decide if each of these sentences is in the passive or active voice and write that word in the blank following the sentence. Then, briefly explain how you reached your decision.

11. We felt our way, one step at a time, to the staircase. (p. 193) _____

12. Half a dozen people were hung while the fire still raged, one from the sign post of a tavern. (p. 197) _____

13. Lady Seymour called me to her bedside when she regained her sense. (p. 198) _____

14. The cellar was turned into a barracks for five soldiers who had their wives with them. (p. 199) _____



DIRECTIONS: Use one of the words above to correctly complete each sentence below.

11. The road before us stretched long and unending, a _____ path leading toward the horizon.

12. My parents told me that if I continued to _____ with that group of troublemaking kids, they would take away my car keys.

13. Old Tom was known around town as a harmless and friendly _____; people tried to help him by giving him meals and warm clothing when they saw him.

14. When I saw the door to my apartment was open, I knew immediately something was _____, and called the police.

15. After a round of _____ which included a lot of hugging and shaking hands, my aunt, uncle, and cousins moved into the family room where we all sat down to talk and eat.

16. I read the entire math problem and all the answer choices but only felt _____ since the teacher had not done a very good job of explaining this concept.



Chapter Response Questions

Chapters XXXVI – XL

Writing from a Point of View W.8.3

1. Review Chapter XXXVI and pages 60 – 61. Then write a journal entry from the perspective of Lady Seymour. In your entry, make sure to do the following:
 - Engage the reader from the onset by explaining where you are and the condition of your health.
 - Describe your feelings for Isabel. Explain why you warned her about returning to the prison and why you sent her to the bookstore (p. 229). Then finish what you wanted to tell Isabel on page 261 about wanting to buy her.
 - State your position on the war and which side you support.
 - Conclude by sharing your hopes for the future, both for Isabel and for the nation.

Analyzing a Primary Source RH.8.6

At the end of Chapter XXXVII, Isabel begins reading Thomas Paine's *Common Sense*. The opening words at first confuse her:

Some writers have so confounded society with government, as to leave little or no distinction between them; whereas they are not only different, but have different origins. Society is produced by our wants, and government by our wickedness

Thomas Paine, *Common Sense*

2. In your own words, explain what Paine is saying.
3. How does this excerpt relate to the American Revolution?
4. Do you agree with Paine? Why or why not?



Analyzing a Novel's Theme RL.8.2

The word “chains” appears five times in the novel. Re-read the following quotes carefully.

*“The beast has grown too large,” the mayor said. “If it breaks free of its **chains**, we are all in danger. We need to cut off its head.” (p. 89)*

*“They took me to the dungeon under City Hall to await my trial ... Some prisoners hollered in panic and tried to pull their **chains** from stone walls I said not a word.” (p. 142)*

*“He [Captain Campbell] couldn’t take me. He would not. I was **chained** between two nations I was a ghost tied to the ground, not a living soul.” (p. 182)*

*“She cannot **chain** my soul. Yes, she could hurt me. She’d already done so. But what was one more beating? A flogging, even? I would bleed, or not. Scar, or not. Live, or not. But she could no longer harm Ruth, and she could not hurt my soul, unless I gave it to her.” (p. 246)*

*“I’d heard of other slaves who bought their freedom ... It would never happen. Madam would not allow it. She was set on keeping my arms and legs dancing to her tune and my soul bound in her **chains**.” (p. 289)*

Now answer these questions.

5. In which quotes does the author use the word “chains” literally? In which quotes does she use the word figuratively?
6. From the author’s point of view, how are the following characters “chained:” Isabel, Curzon, Lady Seymour?
7. How does Isabel feel after she comes to the realization that Madame cannot chain her soul (see page 248)? How does Isabel change?
8. Why do you think that the author titled the book *Chains*? Do you think that it is the best title for the book? Why or why not?



Examining Similes RL.8.4

Recall that a simile uses the words “as” or “like” to compare two things. Re-read the following similes.

9. *Two [burial pits] lay open and empty, sprinkled with snow like sugar on a cake. (p. 235)*

What two things is Halse Anderson comparing in this simile? Do you think it is an effective comparison? Why or why not?

10. *I tried to bury the remembery, but it kept floating to the top of my mind like a cork in a stormy sea (p. 243)*

What two things is Halse Anderson comparing in this simile? How does the simile strengthen this image? In other words, why didn't the author just say, “I tried to bury the remembery”?

11. *My mouth gaped open like that of a fish breathing its last. (p. 251)*

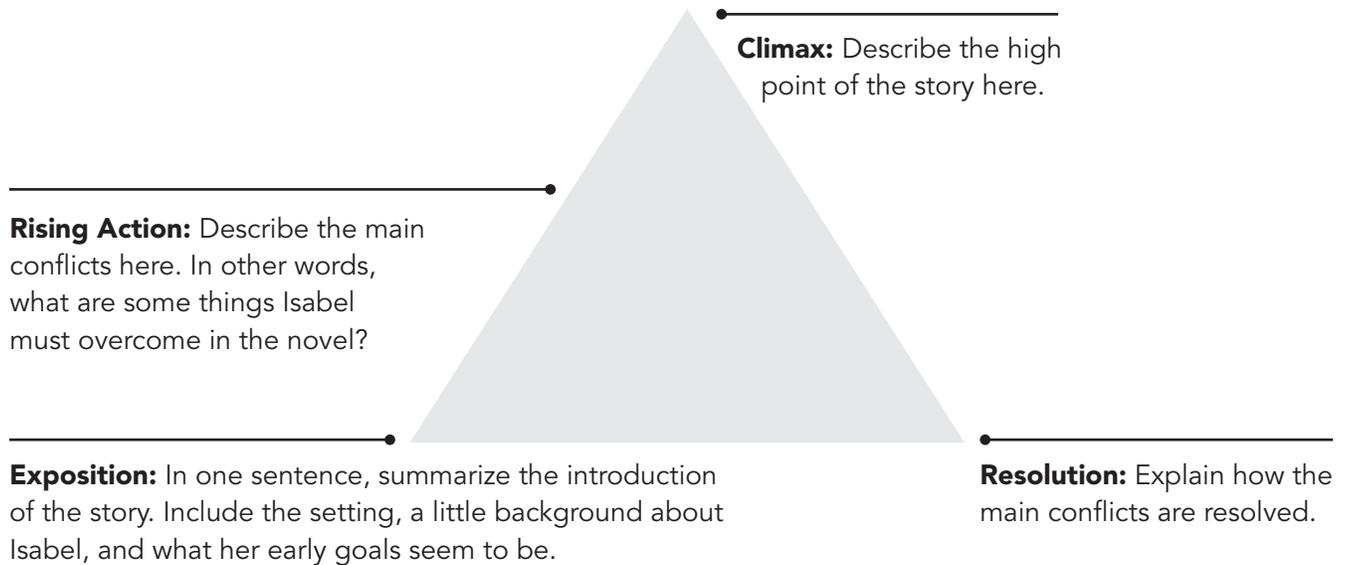
How does this simile contribute to the mood of the passage?



Chapter Response Questions

Chapters XLI – XLV

Examining the Plot RL.8.3



Reflect on the overall plot of *Chains*; think about where the story started, what conflicts Isabel encountered, the main climax (or height of the action) in the last chapters, and where Isabel and Curzon end up at the conclusion of the novel. Then identify the main elements of the plot below.

1. **Exposition:**

2. **Rising Action:**

3. **Climax:**

4. **Resolution:**



Evaluating Change in a Character RL.8.1; RL.8.2

Create a Timeline of Change by choosing 4 events that profoundly changed Isabel. Place the events (with their approximate dates) on the timeline. Then write a paragraph to explain why those events were significant and HOW they changed Isabel.

DATE _____ ● Event: _____



Analyzing Primary Sources RH.8.6

The primary source excerpts throughout *Chains* provide a historical narrative while also illustrating Isabel's fictional story. Reflect on how these excerpts add to the development of *Chains* by completing this graphic organizer:

Primary Source Quote	What the quote means in my own words.	Why I think the author chose this quote for this chapter.
<p>THAT EVEN A FAILURE CANNOT BE MORE FATAL THAN TO REMAIN IN OUR PRESENT SITUATION IN SHORT SOME ENTERPRIZE MUST BE UNDERTAKEN IN OUR PRESENT CIRCUMSTANCES OR WE MUST GIVE UP THE CAUSE ... OUR AFFAIRS ARE HASTENING FAST TO RUIN IF WE DO NOT RETRIEVE THEM BY SOME HAPPY EVENT. DELAY WITH US IS NOW EQUAL TO A TOTAL DEFEAT.</p> <p>Colonel Joseph Reed in a Letter to General George Washington</p>		
<p>THAT THE QUESTION WAS NOT WHETHER, BY A DECLARATION OF INDEPENDENCE, WE SHOULD MAKE OURSELVES WHAT WE ARE NOT; BUT WHETHER WE SHOULD DECLARE A FACT WHICH ALREADY EXISTS.</p> <p>Thomas Jefferson About the Writing of The Declaration of Independence</p>		
<p>EVERYTHING THAT IS RIGHT OR REASONABLE PLEADS FOR SEPARATION. THE BLOOD OF THE SLAIN, THE WEEPING VOICE OF NATURE CRIES 'TIS TIME TO PART'.</p> <p>Thomas Paine, Chapter XLV</p>		

Vocabulary Answers

Chapters I–V

1. c.
2. f.
3. h.
4. i.
5. e.
6. b.
7. g.
8. j.
9. k.
10. l.
11. a.
12. d.
13. proprietor, dawdling
14. brackish, procure
15. kin
16. prone, addlepatented
17. impudence
18. blockade

Chapters VI–X

1. a.
2. f.
3. b.
4. d.
5. c.
6. e.
7. g.
8. confuddled
9. brocade
10. privy
11. flogged
12. pallet
13. vexing
14. whetstone

Chapters XI–XV

1. And shows no **inclination** to learn English, I'm afraid.; *tendency or desire*
2. I thought he was on a **parole**, that he had to stay in New York.; *conditional release of a prisoner*
3. General Howe delayed the invasion, hoping the revolutionary **fervor** would die down.; *extremely passionate enthusiasm*
4. Do not disturb me again with womanly **prattle**.; *silly, idle talk*

Chapters XVI–XXV

1. a sudden loss of consciousness, similar to a stroke
2. crooked
3. sheath for a sword
4. incitement of resistance to authority
5. to beg for urgently
6. a medicinal concoction
7. bold and disrespectful
8. pan for holding burning coals
9. something that is contagious or infectious
10. causing a feeling of disgust

Answers to Identifying Infinitives:

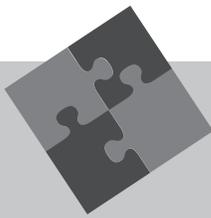
7. to shout (noun)
8. to fetch (adverb)
9. to take (adverb)
10. to fry (adjective)
11. to help (noun)

Chapters XXVI–XXXV

1. **melancholy**: a feeling of sadness; a.
2. **privy**: sharing secret knowledge; b.
3. **impertinent**: showing a lack of respect; c.
4. **inferno**: a very large and fierce fire; b.
5. **garbled**: confused, hard to understand; a.
6. **arsonists**: someone who sets a fire intentionally; b.
7. **confiscated**: taken by authority; a.

Chapters XXXVI–XLV

1. c.
2. c.
3. a.
4. b.
5. e.
6. d.
7. b.
8. c.
9. f.
10. a.
11. perpetual
12. consort
13. vagabond
14. amiss
15. salutations
16. confuddled



Performance Task: The Argument for Freedom

RL.8.1; RI.8.1; RI.8.6; RI.8.8; W.8.1a,b,e; W.8.8

TASK Having read about Isabel's experiences during the early part of the American Revolution, you are now going to write a letter from her perspective to the government of the newly created United States explaining why you deserve your freedom. Below are four sources to help you form a well-constructed argument.

In Part 1, you will review each source and answer the questions that follow.

Then, in Part 2, you will write your letter using what you've gathered from these sources as well as your background knowledge from reading *Chains* by Laurie Halse Anderson.

Part 1

SOURCES FOR PERFORMANCE TASK: Read each source carefully, thinking about what information it gives you regarding the value of independence, the states' fight for freedom, and the argument Isabel might make in favor of her own freedom. Answer the questions that follow.

Source A: Passage from *Chains* (pages 271 – 272)

I finished reading *Common Sense* the night before the ball. The bookseller was right; the words were dangerous, every one of them. I ought throw it in the fire but could not bring myself to do it. Mr. Paine knew how to stir up the pot; he went right after the King and attacked the crown on his head.

I laid down one long road of a sentence in my remembery: "For all men being originally equals, no one by birth could have a right to set up his own family in perpetual preference to all others for ever." Way I saw it, Mr. Paine was saying all people were the same, that no one deserved a crown or was born to be higher than another. That's why America could make its own freedom.

'Twas a wonder the book did not explode into flames in my own hands.

I buried it back in its hidey-hole and laid myself down to sleep.

My eyes would not close. My thoughts were churned up like muddy water, with dangerous eels thrashing through it.

If an entire nation could seek its freedom, why not a girl? And if a girl was to seek her freedom, how could she do such a fool-headed thing? Especially a girl trapped in New York? Best thing would be to break into the desk of a British commander, steal a pass and forge her name and his name on it, and act free.

And pigs were likely to fly, too.



Questions for Source A:

1. According to this passage, what did Isabel and America have in common?

2. In what way were they different?

3. Do you think Isabel's line of thinking is logical? Why or why not?



Source C: An Excerpt from the poem “To the Right Honorable William, Earl of Dartmouth,” by Phillis Wheatley

(Note: Wheatley was the first black poet in America to publish a book. She was taught to read and write by her masters and freed from slavery when they died, somewhere between 1774 and 1778. The underlined words in the poem are defined below.)

No more, America, in mournful strain
Of wrongs, and grievance unredress'd complain,
No longer shalt thou dread the iron chain,
Which wanton Tyranny with lawless hand
Had made, and with it meant t' enslave the land.
Should you, my lord, while you peruse my song,
Wonder from whence my love of Freedom sprung,
Whence flow these wishes for the common good,
By feeling hearts alone best understood,
I, young in life, by seeming cruel fate
Was snatch'd from Africa's fancy'd happy seat:
What pangs excruciating must molest,
What sorrows labour in my parent's breast?
Steel'd was that soul and by no misery mov'd
That from a father seiz'd his babe belov'd:
Such, such my case. And can I then but pray
Others may never feel tyrannic sway?

unredressed: not compensated for

peruse: examine

steeled: strengthened for a tough ordeal

wanton: cruel, malicious

molest: abuse

Source: <http://www.poets.org/viewmedia.php/prmMID/20274>



Questions for Source C:

1. Re-read the first five lines of the poem. What event is Wheatley celebrating? What is the mood of these lines?
2. Now, re-read the lines beginning with "I, young in life ..." through the end. What happened to her as a child? What is her hope for the new nation?
3. Re-read the final two lines of this poem. Who are the "others" she is referring to? What is Wheatley praying for them?
4. After reading this poem, what might Wheatley say about Isabel's desire for freedom?



Part 2

You will now review your sources, take notes, plan, write, and edit your letter.

YOUR ASSIGNMENT: You must now write a multi-paragraph letter from Isabel's point of view where you argue that you deserve to be given your freedom. You must include information from all of the sources above, as well as what you learned reading *Chains*, to support the main arguments in your letter. You should address your letter to the Continental Congress and date it January, 1777.

Your article will be graded on the following:

Accuracy and Strength of Content: How well did you incorporate information from the four sources into your letter? Did you present enough facts to support your arguments? Are your arguments clear and concise?

Organization: Is your letter organized clearly? Are your arguments defined and well-stated? Is the information presented in such a way that it is easy to follow?

Conventions: How well did you follow the rules of grammar usage, capitalization, punctuation, and spelling?



Language Arts Common Core State Standards

Grade Level	Reading of Literature	Reading of Informational Text	Writing	Language Conventions	ELA: History and Social Studies
Grade 6	RL.6.1	RI.6.1	W.6.1	LS.6.4a	RH.6-8.2
	RL.6.2	RI.6.2	W.6.3	LS.6.5c	RH.6-8.4
	RL.6.3	RI.6.6	W.6.8		RH.6-8.5
	RL.6.4	RI.6.8			RH.6-8.6
	RL.6.5				
	RL.6.6				
Grade 7	RL.7.1	RI.7.1	W.7.1	LS.7.4a	RH.6-8.2
	RL.7.2	RI.7.2	W.7.3	LS.7.5b	RH.6-8.4
	RL.7.6	RI.7.6	W.7.8		RH.6-8.5
		RI.7.8			RH.6-8.6
Grade 8	RL.8.1	RI.8.1	W.8.1	LS.8.1a,c	RH.6-8.2
	RL.8.2	RI.8.2	W.8.3	LS.8.2a	RH.6-8.4
	RL.8.3	RI.8.6	W.8.8	LS.8.3a	RH.6-8.5
	RL.8.4	RI.8.8		LS.8.4a	RH.6-8.6
	RL.8.6			LS.8.5b	