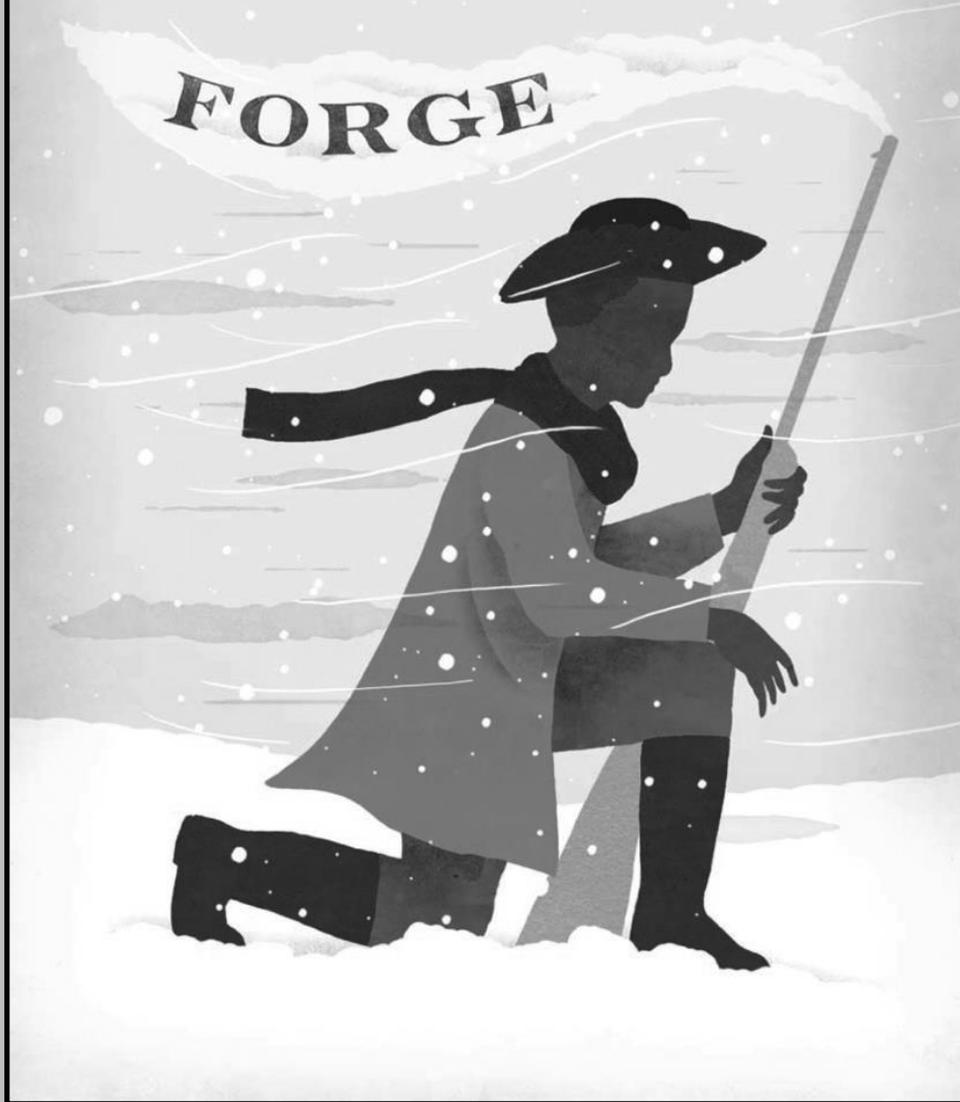


LAURIE HALSE ANDERSON

The sequel to the National Book Award Finalist *CHAINS*

FORGE



Teacher's Guide

Aligned to the Common Core State Standards

Created by: Erin Fry and Nicole Boylan

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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 *Forge*, 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

In this compelling sequel to *Chains*, acclaimed author Laurie Halse Anderson shifts perspective from Isabel to Curzon and brings to the page the tale of what it takes for runaway slaves to forge their own paths in a world of obstacles—and in the midst of the American Revolution. The Patriot Army was shaped and strengthened by the desperate circumstances of the Valley Forge winter. This is where Curzon the boy becomes Curzon the young man. In addition to the hardships of soldiering, he lives with the fear of discovery, for he is an escaped slave passing for free. And then there is Isabel, who is also at Valley Forge—against her will. She and Curzon have to sort out the tangled threads of their friendship while figuring out what stands between the two of them and true freedom.

Directions for the Pre-reading Activity

1. Distribute a copy of the *Making Predictions* handout to each student.
2. Explain that *Forge* is the second novel in a trilogy. If students have read the first novel, read the brief synopsis provided and then review as a class how *Chains* ended and what they remember of that first story.
3. If students have not read *Chains*, read the synopsis provided and discuss, as a class, what the two characters, Curzon and Isabel, must have encountered in the first novel to bring them to this final scene.
4. Explain that *Forge* picks up exactly where *Chains* left off. They will now have the opportunity to predict what they think these two characters might do in the opening scenes of *Forge*. Give students a few minutes to answer the questions on their own. Then, ask them to share. Consider taking a poll to see what is the most popular answer or letting students debate a bit about why one answer makes more sense than another.
5. After you've read the first chapter or two, return to this activity to see which students were correct in their predictions.



Pre-Reading Activity

Making Predictions

The novel **Forge** is the second of a trilogy, a three part story. The first novel, **Chains**, is told from the perspective of Isabel, a thirteen-year-old slave. Read the following synopsis of **Chains**. Then, predict what you think will happen in the opening scenes of **Forge**.

As the Revolutionary War begins, 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 Ruth is taken away and supposedly sold to another owner, Isabel will do whatever it takes to free herself and go find Ruth.

In the last chapters of **Chains**, Isabel escapes from the Locktons and manages to free Curzon where he is being held captive by the British. In the final scene of the book, Isabel and Curzon manage take a rowboat and cross the river into New Jersey.

I looked to the water, then to the rising sun, then to the water again. I looked around me— no houses, no ships, no wharves. The sun rose beyond the water, at the other side of the river. I was on the west bank. I was in Jersey.

I had set myself free.

. . . I stood up, steadied myself as the boat rocked a bit, and offered him [Curzon] my hand. "Can you walk?"

Now that she has escaped her owners, what do you think Isabel should do?

- A. Leave Curzon and go find Ruth in North Carolina.
- B. Stay with Curzon, find work in the nearest city, and then go to find Ruth.
- C. Offer to be a cook for the Continental Army.

Justify your answer in a brief paragraph.

Now that Curzon has escaped the British prison, what do you think he should do?

- A. Stay with Isabel and try to find work as a blacksmith in nearby city.
- B. Join the Continental Army.
- C. Join the British Army which has promised to free all enlisted slaves.

Justify your answer in a brief paragraph.



Expanding Vocabulary

Prelude-Chapter V L.8.4a

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

causing trouble, irritating	confused or muddled	small iron balls fired from a cannon
caused pain or anguish	a military unit sent out for scouting	
somebody who takes measurement of the land		disgusting and unpleasant

1. I knew then that her mind had been **addled** by the exertions of our escape. (p. 4)
From this passage, addled might mean _____.
2. The memory of our escape still **tormented** me nine months later.(p. 7)
From this passage, tormented might mean _____.
3. It did not matter that I'd found us shelter and work in Jersey or that I'd kept us safe. Isabel was ungrateful, peevish, and **vexatious**. (p. 7)
From this passage, vexatious might mean _____.
4. I put my treasures in the leather bag that held Isabel's collection of seeds and her blue ribbon (both left behind in her haste to feel from my **noxious** self). (p. 8)
From this passage, noxious might mean _____.
5. "Was that your **patrol**?" "Not a patrol," he said. "The entire army is marching . . ." (p. 16)
From this passage, a patrol might be a _____.
6. Redcoat soldiers were not commonly equipped with compasses. This fellow was likely a **surveyor** or an engineer. (p. 20)
From this passage, a surveyor is probably _____.
7. The redcoats rained hot fire down on us—**grapeshot** and musketballs and a cannon that tore through the air like a comet. (p. 23)
From this passage, grapeshot is probably _____.



Chapter Response Questions

Prelude – Chapter V

Examining Plot RL8.3

The initial plotline of *Forge* is full of action and historical significance. Show how Curzon comes to fight in the Second Battle of Saratoga (a major battle in the American Revolution) by placing the letters of the following statements in the correct sequence. The first one is done for you.

- A. Curzon decides to join the Continental Army and fights in the Battle of Saratoga.
- B. Curzon robs Trumbull. Curzon then sets out toward Albany to find work.
- C. Curzon and Isabel escape their owners in New York City and arrive in a rowboat on the banks of New Jersey.
- D. In the forest, Curzon hides in the bushes and barely escapes a small skirmish between the British Redcoats and Rebel soldiers.
- E. After an intense battle, later named the Second Battle of Saratoga, the British Redcoats retreat. Curzon is now a soldier in the Continental Army.
- F. Curzon takes the musket, boots, gunpowder, and compass from the dead British soldier.
- G. Isabel runs away.
- H. Curzon saves a young Rebel soldier from being killed. He watches as the boy then kills a British soldier.
- I. Curzon and Isabel work in New Jersey. Curzon gets a job working for a man named Trumbull.

→ → →

→ → →

→

What do you think Curzon will do next? Write 2-3 sentences giving your prediction.



Identifying Setting RL8.2

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 *Forge*:

1. What is the date in Chapters I - V?
2. Describe the conditions outside, citing at least one passage of text as evidence.
3. In Chapter I, Curzon is near Saratoga, New York. He is heading south toward Albany, New York, when he gets involved in a skirmish and then the Second Battle of Saratoga. Describe the setting where the fighting takes place. Be specific: urban or rural, forest or beach, hilly or flat. Then copy 2-3 sentences that provide details about this setting.

Determining Point of View RL8.6

The **point of view** of a story refers to the perspective from which the story is told. *Forge* is told from **first person point of view** because the story is narrated by a character (Curzon), we can only see his perspective, and the author uses the pronouns “I” and “me” when referring to Curzon.

4. Write down a passage that shows that the story is told from first person point of view. Circle the words in that passage that signal 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 first person point of view? What do you lose?



Analyzing Primary Sources RH.6-8.2

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

We have it in our power to begin the world over again . . . the birth-day of a new world is at hand. (p. 3)
– Thomas Paine, *Common Sense*

7. *Common Sense* was a pamphlet published in January 1776 urging American colonists to declare freedom from their British rulers. What are the “birthday” and the “new world” that Paine is referring to?

8. How does this excerpt relate to Curzon and Isabel?

9. Why do you think Anderson used this excerpt to start *Forge*?

Reread this quote from Chapter IV.

But when I saw liberty poles and the people all engaged for the support of freedom, I could not but like and be pleased with such thing . . . These considerations induced me to enlist into the American Army, where I served faithfully about ten months, when my master found and took me home. (p. 18)
– Pension application of Jehu Grant, a Rhode Island slave who escaped to fight for the Patriots

10. Who is Jehu Grant?

11. What is his fate?

12. Why do you think Anderson places this excerpt before this particular chapter?



Expanding Vocabulary

Chapters VI - X L.8.4a; L.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. _____ haversack p. 29
2. _____ skirmishing p. 29
3. _____ rusticated p. 32
4. _____ pilfering p. 36
5. _____ rogue p. 38
6. _____ indenture p. 43

Synonyms

- a. scoundrel, villain
- b. contract, agreement
- c. pack, knapsack
- d. roughly constructed
- e. fighting, scuffling
- f. stealing, thieving

Now, find a vocabulary term on the left that fits in each sentence below.

7. I rummaged through my _____ to find a clean pair of socks.
8. Sounds of cannon fire and gunshots could be heard well past nightfall, signs of the _____ between the two armies nearby.
9. The army cook kept a close watch on the food since _____ was common and he didn't want to lose what little supplies he had to thieving hands.
10. The cabin in the woods was _____ and simple; whoever had built it had done little more than pile together four walls of logs and place a roof on top.
11. The young boy was free to serve in the army, having completed his _____ and fulfilled his contract to his previous master.
12. Because Tom was known as a _____ throughout camp, no one ever believed him when he said he hadn't stolen the new shoes he was wearing.



Chapter Response Questions

Chapters VI - X

Examining Plot RL.8.3

1. Why is Curzon so upset about losing his hat? What did the hat symbolize to him?
2. How does Eben help Curzon? Why might Eben do this?
3. Why does Curzon carry seeds and a ribbon with him? How do these items reveal what Curzon really feels about Isabel?
4. How does Curzon feel about enlisting in the Continental Army? What is he promised if he serves until the end of the war?

Understanding History: Slaves in the American Revolution RH.6-8.7

[The following passage was written by Laurie Halse Anderson and appears on pages 287-289.]

Historians . . . estimate that at least five thousand African Americans – some free, some enslaved- fought for the Continental army. . . At first George Washington and Congress did not want African Americans in the Continental army. Washington soon realized this was a mistake and allowed free blacks to enlist in January 1777. . . By the end of 1777, African Americans, both free and enslaved, were serving in integrated regiments. In his book, *The Forgotten Fifth*, historian Gary Nash says that throughout the war, black soldiers from the northern states “responded to the call to arms more readily than white men” (p.8) . . . The American Revolution was the last war in which black and white Americans served in integrated units until the Korean War in 1950. African Americans also fought for the British. The British said that any slave who fled a Patriot master to join them would instantly be freed. This offer of real freedom motivated 80,000 – 100,000 enslaved people, about one-third of them women, to run to the British. Most of them worked as laborers, but some served as soldiers. Many were abandoned to recapture or death after the British fled America.

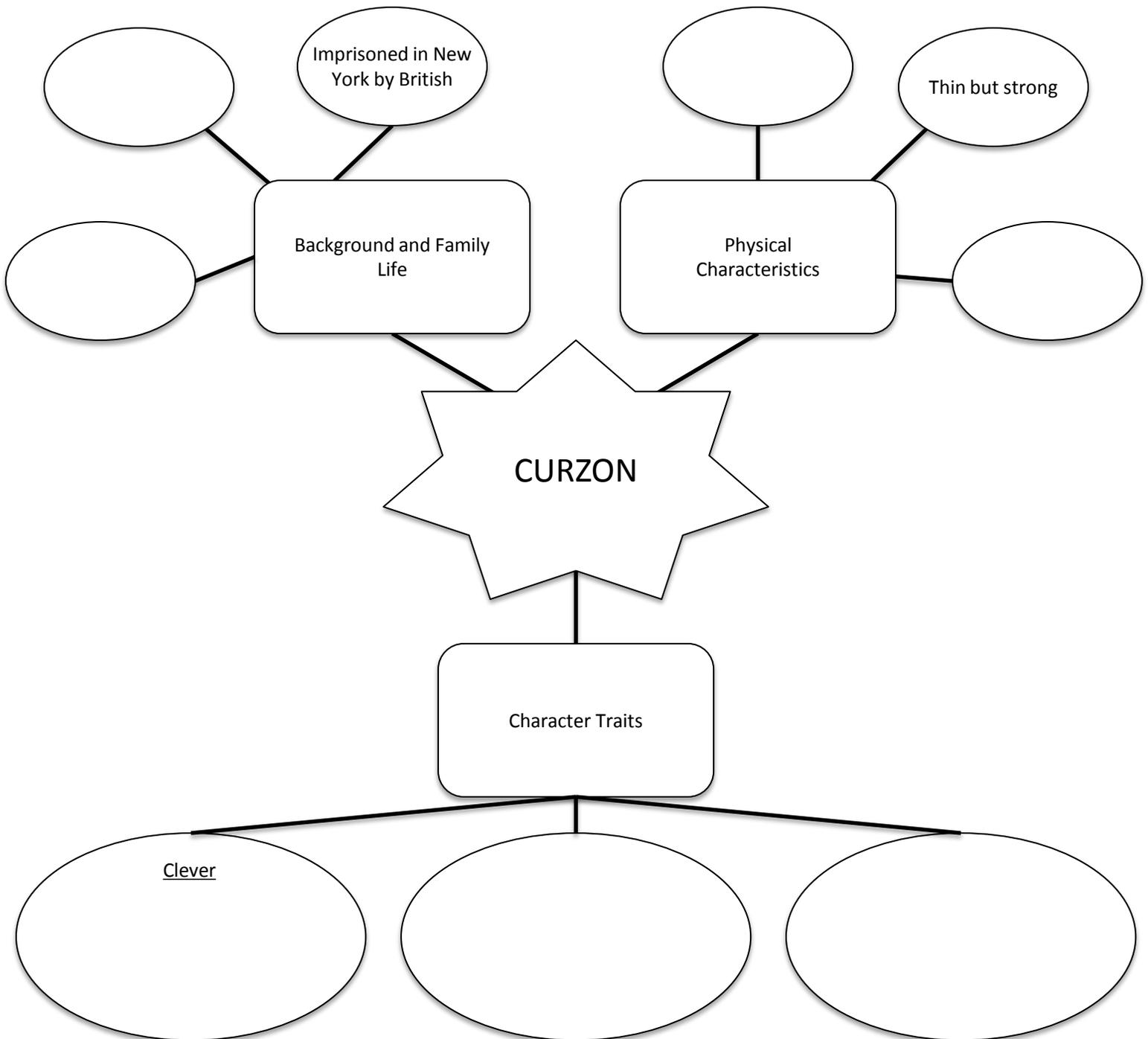
5. Why do you think that George Washington changed his mind and allowed African Americans to enlist in the Continental Army?
6. Why might African Americans from the northern states have responded to the call to arms so eagerly?
7. On page 289, Anderson states, “Slaves had to choose between the side that liked to talk about freedom and the side that actually offered it to them.” What are the two sides that she is referring to?
8. Why do you think that Curzon joins the Continental Army? Do you think it was a wise choice? Why or why not?



Analyzing the Main Character RL.8.3

Authors develop believable and likable characters by giving the reader information about their 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.

9. Complete the following character web to describe what we know about Curzon so far in the novel. For each character trait, copy a specific passage that illustrates that personality trait.





Investigating the Theme of Honor RL.8.2

Reread the following passage.

He [Sergeant Woodruff] bowed. At the waist. To me. Gentlemen bowed out of courtesy. Out of respect. I'd seen thousands and thousands of bows whilst serving Judge Bellingham and later his son. They bowed when greeting each other. Upon taking their leave. They bowed to ladies and to their elders. They did not bow to slaves or thieves or ditch scoundrels. But Sergeant Woodruff bowed to me and I was all of those things. I returned his bow slowly, and more deeply, to show I understood the honor he paid me. (p.40)

10. How does Sergeant Woodruff honor Curzon?

11. Why is this such a big deal to Curzon?

Reread the following passage.

As the British marched by in defeat, I aimed to pay them back for their treatment of me. Pity that I'd not thought to bring a bucket of horse dung. . . But no one threw a thing. They didn't shout insults or mock our captives. Even Eben's mouth was closed. "Why is no one jeering?" I whispered. "We should shame them." "Uncle said we must give them honor," he said quietly. . . We stood for hours, all that afternoon, as our six thousand prisoners paraded between our lines in defeat. I did not understand why, but I chose the course of honor. I stood, shoulder to shoulder with the other Patriots, in a powerful silence. (p.50-1)

12. Why does Curzon initially want to mock the prisoners?

13. Why do you think the Continental soldiers choose to show honor to their prisoners?

14. Why do you think Curzon choose the course of honor? Do you think you could have chosen that course?

Writing a Personal Reflection W.8.10

Explain what **honor** means to you. How does one get honor? How do you give honor to someone?



Expanding Vocabulary

Chapters XI - XV L.8.4a

Directions: Read each sentence below. Use the clues in each sentence to determine the most likely definition of the underlined word and answer the question that follows.

1. We had a heated argument in our tent about which would be a more **lethal** foe: twenty redcoats or two oliphants from an ark. (p. 53)

Lethal most likely means _____.

The dictionary says lethal means _____.

Which of the two things listed in the sentence above do you think would be a more lethal foe? Why?

2. Despite the near-freezing air, I stripped off my shirt and stockings and washed them with lye soap and hot water in the hopes of drowning all of the **vermin** that had begun to live in them. (p. 68)

Vermin are most likely _____.

The dictionary says vermin are _____.

A place you might find vermin would be

- a. subway tunnel. b. a clothing store. c. a bath tub.

3. "And there was plenty of firewood. And a **commissary** with fresh clothes and blankets." (p. 74)

A commissary might be a _____.

The dictionary says a commissary is a _____.

You would go to a commissary if you needed

- a. loan. b. treatment for an injury. c. bread or milk.

4. We were a filthy pack of **tatterdemalions**. (p.74)

A tatterdemalion is most likely a _____.

The dictionary says a tatterdemalion is a _____.

If you saw a tatterdemalion, what would you expect them to be wearing?

- a. ragged clothes. b. bathrobes. c. suits and ties.

5. "The **brine** didn't have enough salt in it. Likely a British trick; they've been paying merchants to sell us spoiled goods . . . (p. 77)

Brine might be _____.

The dictionary says brine is _____.

In order to make brine, you must have

- a. vinegar. b. salt. c. alcohol.

6. After more officer shouts and drum calls, we marched to the large muddy field we'd crossed the night before, aswarm now with thousands of ill-dressed soldiers, . . . and officers trying to turn the **maelstrom** into something orderly. (p. 80)

A maelstrom might be a _____.

The dictionary says a maelstrom is a _____.

You would most expect to see a maelstrom:

- a. after a natural disaster b. in a library c. on a golf course



Chapter Response Questions

Chapters XI - XV

Examining Plot RL.8.3, RL.8.1

1. How do the men in Curzon's company begin to bond?
2. Why do you think John Burns dislikes Curzon so much?
3. Why does Curzon put a "pox on the pie" of Colonel Hardenburgh? Why is Eben so upset by it?
4. Why do you think Anderson ends Part I of the novel after Chapter XIV? What do you think Part II will be about?
5. Describe the mood as Curzon and his men march to Valley Forge. How does that mood change once they arrive?
6. What is the Grand Parade? What is its purpose?



Exploring Dialogue and the Theme of Freedom RL.8.3

Eben and Curzon have different notions about slavery and the meaning of freedom. Reread their dialogue on pages 64 – 66. Then complete the statements in the following Dialogue Chain to capture their different points of view on these subjects.



All people deserve freedom, black or white, slave or non-slave.
It's not fair that...

I disagree. Free blacks and slaves are different because...



Bad laws deserve to be broken. Take the cause of this
Revolution, for instance! WE are fighting because...

Slaves running away for their masters are not the same thing as
America wanting to be free of England because...



We cannot be friends because...

7. What does the dialogue between Curzon and Eben reveal about Eben's character?

8. Can Eben and Curzon ever truly be friends? Why or why not?



Decoding Similes and Metaphors RL.8.4

Anderson uses similes and metaphors to create powerful images in the mind of the reader. Similes are comparisons of two unlike things using the words “as” or “like.” Unlike similes, metaphors DO NOT include the words “like” or “as.”

9. *At day's end we looked like muddy ghouls rising up from the grave. (p. 53)*

Is this a simile or metaphor? What two things are being compared? Why do the soldiers look like muddy ghouls?

10. *The sunset burned red, a coal buried deep in ash. (p. 75)*

Is this a simile or metaphor? What two things are being compared? Draw a simple sketch the image creates in your mind.

11. *We were all dusted with frost like loaves of bread sprinkled with flour. (p. 79)*

Is this a simile or a metaphor? What two things are being compared? In your opinion, is this an effective comparison? Why or why not?

12. Write your own simile or metaphor to describe Valley Forge.



Expanding Vocabulary

Chapters XVI - XX L.8.4a; RL.8.4

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
artisan, p. 86	<i>"<u>Artisan</u> shops are being set up there too."</i>	someone who is skilled at a craft	
ensign, p. 86			
reprimanded, p. 88			
victuals, p. 90			
scurvy, p. 93			
prodigious, p. 94			
caterwauling, p. 99			



Chapter Response Questions

Chapters XVI - XX

Examining Plot RL.8.3

1. Describe three of the chores that soldiers must complete at Valley Forge.
2. Name three challenges that the soldiers face.
3. Examine the map of Valley Forge at the beginning of the book. Name two additional things you learn about Valley Forge from the map. Think about how big the camp is, the topography of the land, and the landmarks noted on the map.
4. How is Christmas a reprieve (temporary relief) for the soldiers? What makes the day special?
5. What do you think has happened to Eben at the end of Chapter XX?

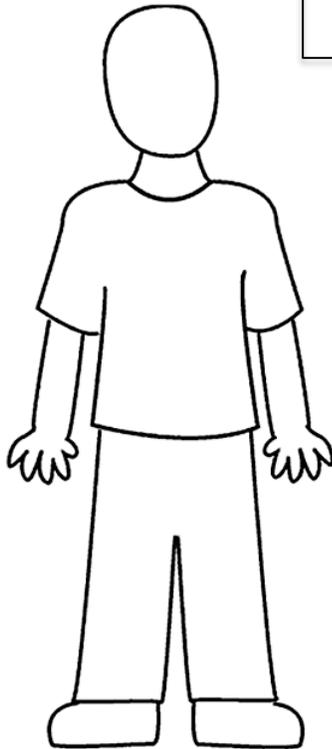


Using Descriptive Language RL.8.1

Anderson invokes all of the reader's senses while describing Valley Forge. Imagine that YOU are a soldier that has just arrived at Valley Forge. Complete the sensory figure of yourself by describing what you hear, see, feel, and smell. Incorporate specific details from the text.

I hear

I see



I smell

I taste

I feel



Chapter Response Questions

Chapters XXI - XXV

Examining Plot RL.8.1

1. In Chapter XXI, we learn that John Burns has been stealing food from local farmers and that he enlists Eben to help him. Does this surprise you to learn this about Burns? Why or why not? Do these actions fit with Eben's character? Why or why not?
2. Cite at least two passages from the text—Chapters XXII or XXIII—that illustrate the close relationship between Eben and the sergeant. Why is the sergeant's death so devastating to Eben?
3. On pages 118-121, Anderson describes an unusual scene of a rope breaking during a soldier's hanging. A witness remarks, "A broken rope at a hanging is a sign of God's mercy . . . He should be spared the hanging and flogged instead." Another, however, replies, "We need discipline to beat the British. He needs to hang." Who do you agree with? Explain your answer.
4. Why do you think Burns was chosen as the new sergeant? Cite two examples from the text that illustrate what kind of leader he's proving to be.



Discovering Symbolism RL.8.4

A **symbol** is something (an object, place, or person) that stands for something else. Authors often use symbols to communicate a deeper meaning. Examine the following symbols that Anderson weaves through *Forge*.

COMPASS

... a strange wildness overcame me, as if a compass needle buried inside of me swung violently. (p. 14)

This compass, however, had no magic or usefulness. The glass was broken and the needle bent. . . . I turned the compass in my hand, trying to wish the needle into showing me the way out. It mocked me, refusing to budge. I had no heading. (p. 20)

That broken compass was not a good omen, I decided. It was a curse. (p.40)

The compass needle inside me whirled. I could not trust him; he was only being nice so I wouldn't get him in trouble. (p. 106)

5. Explain what you think the broken compass symbolizes.
6. What do you think the compass needle inside of Curzon represents?
7. Why do you think Anderson uses the symbol of a compass in this book?

CROWS

The morn of our departure I saw a crow fall from the sky. Eben saw it too and shot me a worried glance, for it was an omen of disaster. (p. 69)

The crows were not at all happy with the destruction of their homes. I stopped at the edge of the woodlet to catch my breath and watch three of them circle over the busy huddle of men . . . The crow swooped down and landed one at a time on a low branch . . . cawing and screaming loud as I ever heard them. (p. 109)

8. What do the crows symbolize?
9. Why do you think that Anderson chose this particular symbol for *Forge*?

**FORGE**

[Note: A forge is a large fireplace used for heating metals. It was used by blacksmiths to heat metal in order to shape it easily. The name “Valley Forge” came from a blacksmith’s forge that had been in operation by Valley Creek for years.]

“Blacksmiths don’t want clumsy oafs helping them in the forge. They need skilled chaps like me.” (p. 75)

“This camp is a forge for the army; it’s testing our mettle. Instead of heat and hammer, our trials are cold and hunger. Question is, what are we made of?” (p. 121)

10. What does Silvenus mean when he says that the “camp is a forge for the army”?

11. What does the forge symbolize in this novel?

Investigating an Author’s Words RL.8.4

Authors use **personification**—giving non-human objects human qualities—to better describe something or emphasize a point. Reread this passage that begins the chapter on page 116:

The New Year could not decide if it wanted to snow on us or simply throw ice at our heads.

12. What is being personified in this sentence? What human traits are being given?

13. Describe the image that this sentence creates.

14. Why do you think the author chose to use personification in this sentence?

Reread this passage from page 109:

The crows swooped down and landed one at a time on a low branch to scold the men, cawing and screaming loud as I ever heard them.

15. What is being personified in this sentence? What human traits are being given?

16. How does personification add to the imagery of the crows in this sentence?



Writing a Persuasive Letter W.8.1

On page 105, Curzon learns that Eben has stolen a pumpkin from John Burns. Curzon tries to ease Eben's feelings of guilt and worry that his aunt Patience would beat him if she found out with these words: "Aunt Patience wouldn't beat you . . . Stealing from a thief is justice."

Do you agree with Curzon? Was Eben justified in his taking of the pumpkin because the pumpkin had already been stolen by John Burns?

Write a paragraph in which you argue for or against the statement made by Curzon.

Include the following:

- a strong introduction where you state your position.
- a defense of your position. Make sure to use the example from this chapter as the basis of your argument.
- an acknowledgement of the opposing view and a rebuttal of that view.
- a strong conclusion that restates your position.



Chapter Response Questions

Chapters XXVI - XXX

Examining Plot RL.8.1

1. Despite the lack of food and the bone-chilling cold, Anderson describes a kind of camaraderie developing among the soldiers in camp. Find one passage in these chapters that illustrates that and copy it here. Then, explain Curzon's role in this group.
2. Why does John Burns get away with taking Curzon's boots from him?
3. On page 149, Bellingham greets Curzon again. Knowing what you know about their past relationship, predict how Bellingham's arrival might affect Curzon.

Examining the Structure of Novel RL.8.1

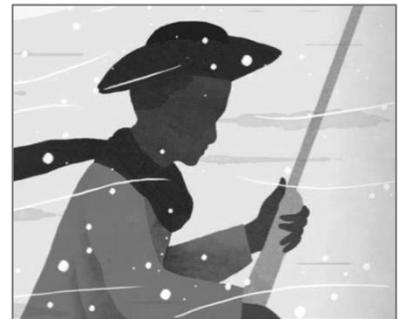
Anderson inserts flashbacks throughout the novel that she labels "Before." In each of these flashbacks, we learn something about Curzon that happened *before* the time frame of the novel itself.

In the graphic organizer below, summarize what you learn from each of the "Before" sections that Anderson provides.

Page 46:

Pages 128-29:

Pages 146-47:





4. What do you think is the purpose of these flashbacks? (In other words, why did the author use them?)
5. Why do you think there are only three of them?
6. The author divides this story into three parts. Part II begins on page 71. Part III begins on page 174. What do you think is the purpose of dividing a book into different parts like this?

Analyzing Primary Source Excerpts RH.6-8.1

Reread this primary source excerpt for Chapter XXVII from page 135.

Lieutt. Orr, of 10th. Pennsylvania Regiment, tried for ungentlemanlike behavior and conniving with Serjeant Hughes in secreting stolen goods, secondly for countenancing him in carrying off and offering for sale a Molatto slave belonging to Major Shaw, found guilty. – *General orders of General George Washington, Valley Forge*

7. What kind of document is this? Who gave these orders?
8. What does this primary source excerpt tell us about the behavior of some of the soldiers at Valley Forge?
9. Why do you think Anderson placed the above excerpt in this particular chapter?

Our freedom depends on the exertions of a few patriotic individuals. It is with grief that we learn that the Congress is made up of so few of them. – *Diary of Christopher Marshall, Philadelphia Pharmacist (p. 142)*

10. Christopher Marshall was a chemist and druggist in Philadelphia. Based on this excerpt, what was his point of view about the leaders of Congress? Who think that Marshall would have considered “patriotic individuals?”



Identifying Infinitives L.8.1a

An **infinitive** is formed by placing **to** in front of the present tense form of a verb.

Examples of infinitives: **to read** **to drink** **to walk** **to be** **to speak**

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

As a Noun: Greenlaw lost his temper and offered **to remove** all of Aaron's the with his fist . . . (p. 131)

As an Adjective: "We devised a rotation **to take** turns sitting directly in front of the fire . . ." (p. 131)

(Notice how it comes AFTER the noun it is describing: *rotation*.)

As an Adverb: No, the King was sending German and Russian mercenaries **to destroy** us. (p. 132)

(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. *No, the King was sending German and Russian mercenaries **in order to destroy** us.*)

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.

11. I made a point to be friendly with a few of the black soldiers . . . (p. 133) _____

12. We took care to post sentry guards and took turns batting at the sphere. (p. 133) _____

13. I tried to ignore the sensation, turning this way and that for relief. (p. 135) _____

14. "I've come to extract my payment," Burns explained in the tone of a foppish dandy. (p. 136) _____

15. We all tensed, expecting Aaron to throw a punch . . . (p. 140) _____

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



Expanding Vocabulary

Chapters XXXI - XXXV L.8.4a; RL.8.4

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

- | | |
|---------------------------------|--|
| 1. _____ ruffian (p. 154) | a. impertinence, boldness |
| 2. _____ providence (p.161) | b. a rough, violent person; often member of a gang |
| 3. _____ impudence (p. 162) | c. God's guidance |
| 4. _____ court-martial (p. 164) | d. rebel |
| 5. _____ malcontent (p. 165) | e. military trial |

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

- My parents were worried about my little brother when he started hanging out with a violent gang of _____ who were always in trouble with the law.
- After he was caught stealing ammunition, Jack knew he would have a _____ where the military would decide if they would punish him or discharge him.
- Frank's mother did not allow him to speak with such _____ and she immediately sent him to his room without supper.
- Mrs. Cullen was concerned that her son was turning into a _____ and, hoping to stop his rebellious ways, sent him to live with his grandparents for the summer.
- When her long-lost daughter showed up on her doorstep, Lynda was convinced it was _____ that had led her daughter home and offered up prayers of thanks.



Chapter Response Questions

Chapters XXXI - XXXV

Examining Plot RL.8.1

1. How does Curzon's company react to the news that Curzon worked for James Bellingham?
2. What is Curzon's mood on his journey over to Bellingham's residence?
3. How does Bellingham react when Curzon insists that he be paid for his service?
4. Why is Curzon eventually returned to Bellingham instead of set free?

Documenting Change Within a Character RL.8.3

5. The experience of being a soldier in the Continental Army changes Curzon. Reflect on this change by completing the following graphic organizer.

Reread the Prelude of *Forge* (p. 3-5) where Curzon has just escaped from slavery and prison. Give one adjective to describe Curzon in this chapter. Cite one passage from the text that supports the adjective you've chosen. In other words, if you adjective is "anxious", copy a phrase that shows that Curzon is anxious.

Adjective:

Evidence:





Curzon serves in the Sixteenth Massachusetts Regiment, Second Brigade of the Fourth Division of the Continental Army.



Reread page 163 where Curzon stands up to Bellingham and demands his signing bonus. Give one adjective to describe Curzon in this chapter. Cite one passage from the text that supports the adjective you've chosen.

Adjective:

Evidence:

6. How did serving in the Continental Army change Curzon? How did Curzon grow as a person?
7. Curzon has been forced back into slavery. Do you think his character will be forced to change because of this? In what ways?

Examining the Theme of Slavery RL.8.2

Throughout *Forge*, Anderson depicts the utter cruelty of the institution of slavery. Curzon's story gives the reader a glimpse of both the physical and mental brutality that slaves endured. Re-examine Chapter XXXIV.

8. In the trial on pages 164-166, why do you think "Everything was done according to the law?" Did Curzon even have a chance during this trial?
9. In your own words, explain what the author of the primary source quote on page 164 is saying.

Re-examine Chapter XXXV.

10. How is the mood of this chapter different than prior chapters?
11. Cite one passage that shows what being enslaved again has done to Curzon's spirit.



Chapter Response Questions

Chapters XXXVI - XL

Examining Plot RL.8.1

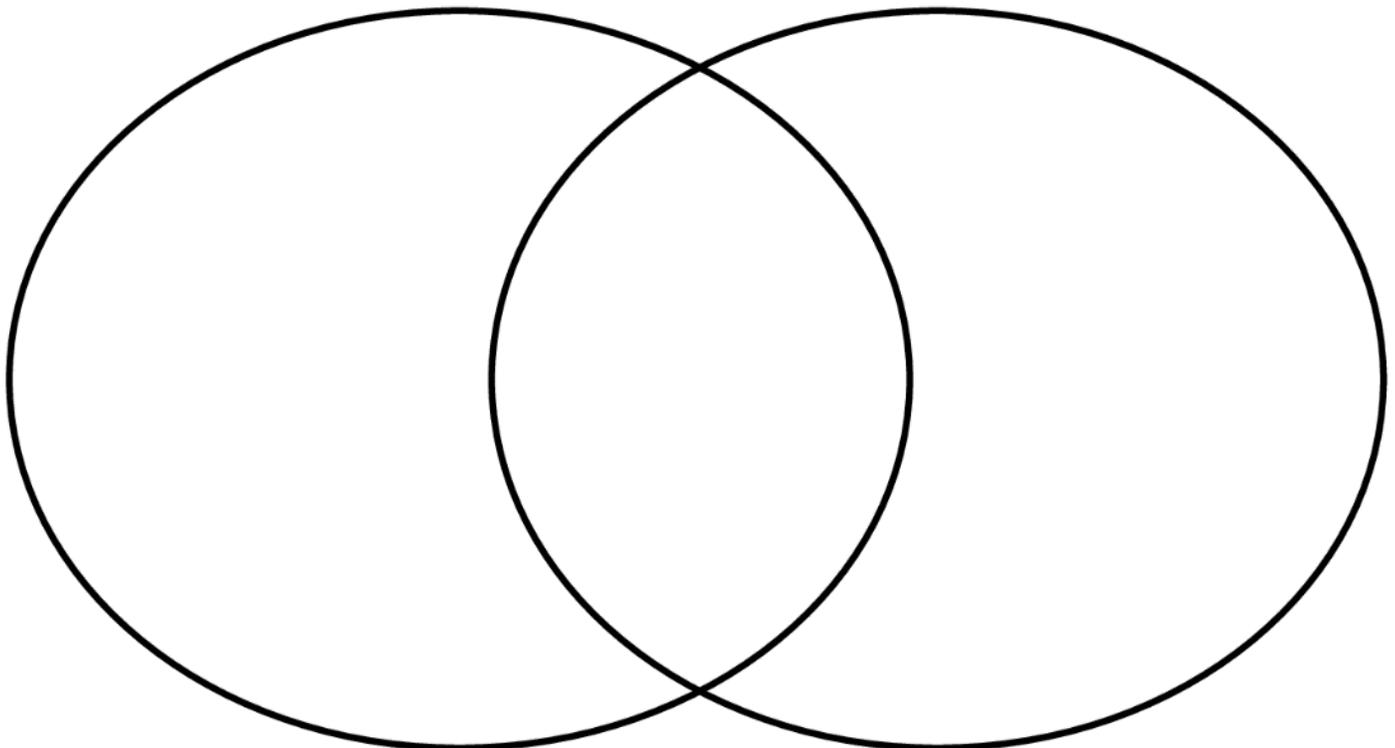
1. Who is Gideon? How does Curzon feel about him?
2. Describe Curzon's reaction to seeing Isabel again. Why does he pretend not to recognize her?
3. What is Isabel's reaction to seeing Curzon? Why does she react this way?

Comparing Characters RL.8.3

4. Complete the following Venn Diagram comparing Gideon and Curzon. Think about each man's background, his experiences as a slave, and his outlook on the Revolutionary War. On the left, list characteristics unique to Gideon. On the right, do the same for Curzon. In the center, write characteristics that both men share.

Gideon

Curzon





Examining an Author's Craft RL.8.4

It's not just *what* an author says, it's also *how* they say it that makes a story powerful. Anderson tells the story of Curzon in different ways throughout the novel. Sometimes, she uses vivid imagery to create pictures in the mind of the reader. Other times, she writes in short simple phrases in order to build suspense or tension. Review the following passages and reflect on how Anderson writes these passages and the effect of that writing on the reader.

My hands were no longer shackled together, but it felt like they were. My feet were dry, but my bones were ice. . . My head laid itself on the table and I was no longer the master of my own body, of my head, of my heart . . . (p. 167)

5. What does Anderson mean by the metaphor "my bones were ice?" What kind of picture does this create in your mind?
6. Clearly Curzon lays his own head on the table so why does Anderson write "My head laid itself on the table . . ."?

Time stopped. The room was so still, I could hear voices arguing in the kitchen. Heavy footsteps on the floor above. The crackle of fire eating wood. Horses approaching on the empty road. . . Candlelight caught the rage in her eyes. Reflected off the scar on her cheek. 'Twas Isabel. (p. 173)

7. Anderson writes the above passage in short phrases and partial sentences. What kind of feeling do these short, clipped sentences create in the reader?
8. This passage marks the end of Part II. Why might Anderson end Part II with the revelation of Isabel? What does this suggest to the reader about what the focus of the story might be in Part III?

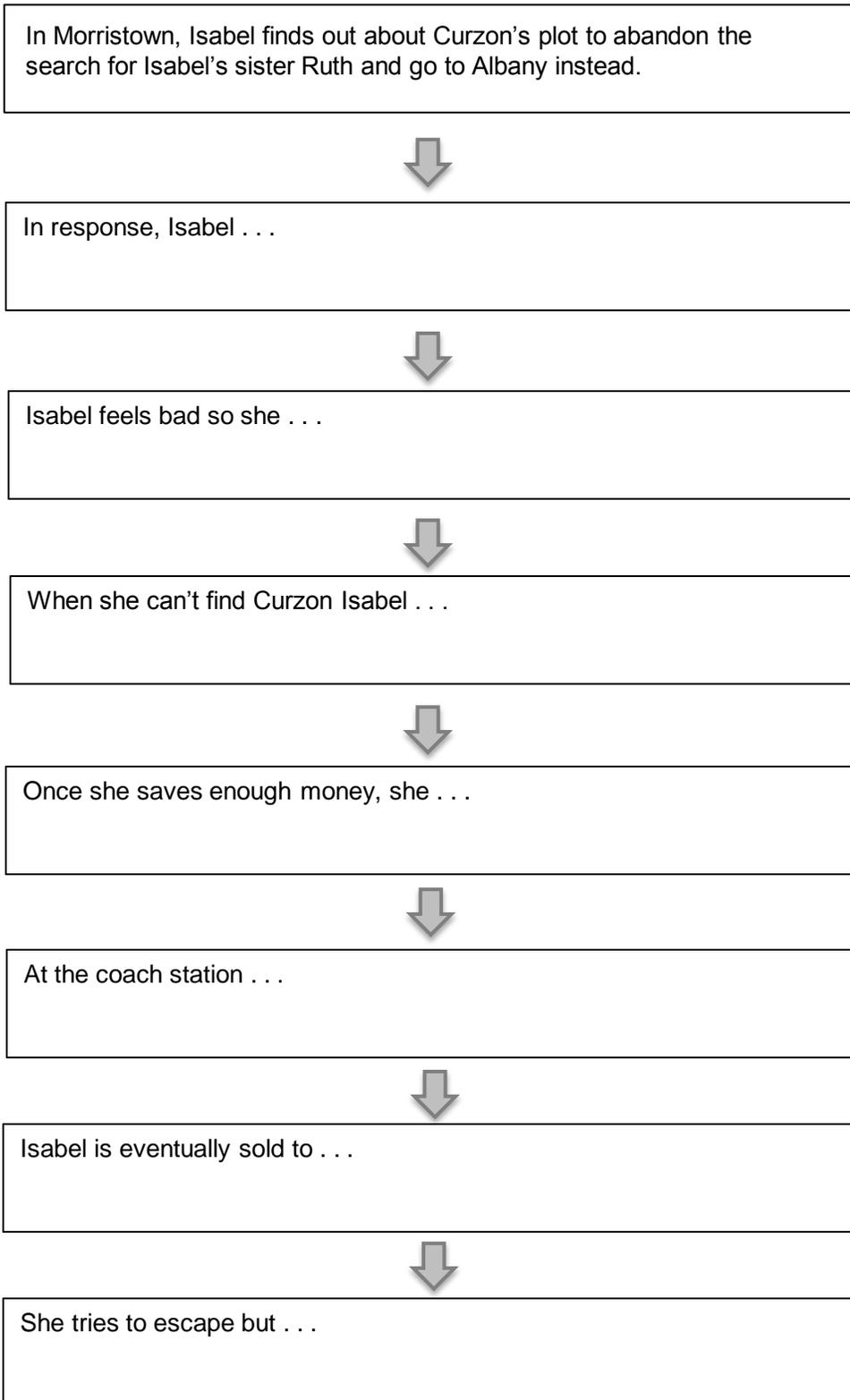
The ground under my feet tilted farther, and I felt like I was falling down a dank, endless well, stone walls closing in around me, darkness stealing away my breath. (p. 190)

9. How does this final passage leave the reader feeling? Underline what you think are two or three powerful words in the above passage that help create that feeling.



Examining How Incidents in a Story Propel the Action **RL.8.3**

In Chapter XL, we learn what has happened to Isabel since she left Curzon in Morristown. Fill in each of the boxes below to show the incidents that propel the course of Isabel's journey and lead her back to Curzon.





Expanding Vocabulary

Chapters XLI - XLV L.8.4a; RL.8.4

Directions: Read each sentence from *Forge*. Use the context of each sentence to determine which of the definitions in the box below make the most sense to replace the underlined word. Write that definition in the blank. Then, write your own sentence using the word.

a pipe used to carry smoke from a fireplace or furnace	disagreement or strife	
deep and careful thoughts	harmful or poisonous fumes	rebellion against legal authority

1. My jumbled **cogitations** of horror and despair left me speechless. (p. 191)

From this passage, the underlined word might mean _____.

My sentence using this word:

2. I determined then to begin a **mutiny**. (p. 193)

From this passage, the underlined word might mean _____.

My sentence using this word:

3. I closed the fireplace **flue** to make the dining room smoky, then complained about it to Gideon, who opened the flue and all the windows to air out the room. (p. 193)

From this passage, the underlined word might mean _____.

My sentence using this word:

4. This seemed to me such a sensible solution to so many problems. I could not figger why it created **discord** or why the other states did not follow suit. (p. 202)

From this passage, the underlined word might mean _____.

My sentence using this word:

5. Valley Forge reeked of the foul stench of rotting horseflesh and the thawed privy trenches . . . The noxious **miasma** caused birds to fly around the encampment instead of over it. (p. 209)

From this passage, the underlined word might mean _____.

My sentence using this word:



Chapter Response Questions

Chapters XLI - XLV

Examining Plot RL.8.1

1. Give three examples of Curzon's mutiny in Chapter XLI. How does his mutiny backfire?
2. List three causes for the hardships at Valley Forge. (p. 201)
3. After examining Gideon's daily whereabouts, what does Curzon suspect he is doing? Who do *you* think Gideon is courting? Why?

Analyzing Analogies L.8.5, RL8.4

An **analogy** is a comparison of two dissimilar things or two ideas. Similes and metaphors are two kinds of analogies. Though similes are very short, usually confined to one sentence, some analogies are extended, meaning they can stretch into many sentences, or even paragraphs or chapters. In chapter XLII, the mythological story relayed by Benny Edward serves as an analogy.

... a fellow stole fire from the old gods and brought it to the people who were cold. . . He was caught, of course. The gods chained him to a rock to punish him. Every day an eagle was sent to peck out the fellow's liver. Every night the liver grew back, so he did not die. The torture started anew each morning. All because he stole something that should have been his to begin with. I would fight the eagle and the chains and that mountain as long as I had breath. (p. 199)

4. How is Curzon like the fellow in the mythological story?
5. Who from Curzon's story do the gods represent? The eagle?
6. What had Curzon "stolen" that should have been his to begin with?
7. What are the chains and the mountain that Curzon says he will fight? How do you think he will fight them?



Understanding History and Analyzing Primary Source Passages RH.6-8.2, RH.6-8.6

In Chapter XLIII, Curzon learns about the ideas of John Laurens, an actual aide to George Washington. The following paragraphs offer some biographical information about Laurens.

John Laurens was born in South Carolina in 1754. His wealthy parents were plantation owners, as well as slave owners. After his mother died, Laurens moved to Europe to further his studies. Although he was supposed to be pursuing a legal career, he was more interested in the Revolutionary cause brewing back home.

Soon after the American Revolution began, Laurens returned to South Carolina and joined the Continental Army. Due in large part to his fluency in French, Laurens was soon promoted to an aide to General George Washington. He was only 23 at the time.

In spite of his upbringing in a slave-holding family, Laurens had been greatly influenced by the abolitionist (anti-slavery) movement in Europe. During his time as an aide, he encouraged Washington to consider freeing the slaves. In addition, he petitioned Congress to grant slaves freedom in return for serving in the Continental Army.

Congress eventually supported Lauren's proposition and commissioned him to recruit a regiment of 3000 slaves. However, the states rejected the proposition and the regiment was never formed. Laurens died in battle in South Carolina in 1782.

Passages from Laurens's writings:

Upon the whole my dearest friend and father, I hope my plan for serving my country and the oppressed Negro-race will not appear to you the chimera [fantasy] of a young mind deceived by a false appearance of moral beauty, but a laudable[worthy] sacrifice of private interest to justice and the public good.

We Americans at least in the Southern Colonies, cannot contend with a good Grace, for Liberty, until we shall have enfranchised [freed] our Slaves.

We have sunk the Africans & their descendants below the Standard of Humanity, and almost render'd them incapable of that Blessing which equal Heaven bestow'd upon us all.

8. In the first passage, who is Laurens writing to? Why do you think Lauren is trying to defend his views?
9. In the second and third passages, what irony—or contradiction—is Lauren pointing out?
10. How do you think Laurens's views were taken by other leaders in the Continental Army?
11. In Chapter XVIII, Curzon learns about Laurens's plan to create a black regiment. Why does Curzon get so angry at Gideon's lack of reaction to this plan?



Expanding Vocabulary

Chapters XLVI - L RL.8.2; L.8.4a

Directions: Use the page number given to find the word on the left and read the sentence the word is found in. See if you can determine the meaning from the context, or the clues given in the sentence. Then, match the definition on the right with the vocabulary word on the left.

Vocabulary Terms

1. _____ smallpox (p. 217)
2. _____ atrociously (p. 224)
3. _____ conniver (p. 225)
4. _____ ruse (p. 226)
5. _____ apoplexy (p. 230)
6. _____ fortuitous (p. 234)

Definition

- a. something done to deceive or trick others
- b. very badly
- c. happening by lucky chance
- d. a highly contagious disease
- e. an angry fit
- f. someone who secretly plans to do something illegal

Now, find a vocabulary term on the left that fits in each sentence below.

7. Which of the above terms would be another name for a kid who had devised a plot to steal lunch money from his classmates? _____
8. If a baker's cookies were as hard as rocks, you might say he baked _____.
9. If you told you mom that you had failed English, she might have an attack of _____.
10. Which term would you use to describe a chance meeting with a casting director of a movie that you were hoping to get a part in? _____
11. If you were unfortunate enough to be stricken with this disease, you would be kept away from all other people since it is highly contagious: _____
12. If you pretended to have your homework done so that you could play video games, it could be called a clever _____ as long as your mom didn't find out!



Chapter Response Questions

Chapters XLVI - L

Examining Plot RL.8.1

1. What happened to John Burns? Silvenus? Peter Brown?
2. What is the escape plan that Eben and the members of Curzon's old camp have devised for Curzon?
3. Why is Curzon getting more pimples and whiskers? What does this do to his mood? What does Curzon think is happening to his "humors"?
4. Why does Gideon return? What is his plan?

Probing the Theme of Friendship RL.8.2

5. Why does Curzon have such a hard time believing that Eben and the other men would go to such lengths to help him escape?
6. How have Eben and the other men changed in the way they treat Curzon since the beginning of the story? Provide one piece of evidence in your response.
7. What does Chapter XLVII suggest about the power of friendship?



Analyzing Symbols RL.8.1; RL.8.4

In earlier chapters, crows appear to signify bad luck and misery. In this segment, Anderson uses both parrots and swallows to signify a deeper meaning.

The parrot squawked as the two of us entered the kitchen . . . I was every bit as caged as the kitchen parrot. (p. 227 – 29)

8. What does Curzon mean when he says that he is caged?

9. What do you think the parrot symbolizes to Curzon?

My work was observed by a pair of swallows busy building a nest from bits of straw and long strands of horsehair. I tried to imitate their whistle but failed. Instead I sang. . . By midday I felt more myself than I had in months. (p. 233)

10. Swallows sometimes symbolize hope and freedom. In your opinion, do these swallows signify hope? Freedom? Why or why not?

Writing from a Point of View RL.8.6

Sketch a picture of Isabel in the center of the voice bubbles below. Then, complete the voice bubbles from the point of view of Isabel to show how conflicted she is between Gideon and Curzon. Address the following topics:

- Isabel's feelings for each man
- the pros and cons of fleeing with either man

If I go with Gideon, I will . . .

I trust Curzon because . . .



Expanding Vocabulary

Chapters LI - LXII L.8.4a; RL.8.4

Directions: For each word, read the sentence from *Forge* in which the word is found. Then, read its definition. Write your OWN sentence using the word. Then, complete the task or question that follows.

1. **decreed (p. 248)** His Excellency General Washington **decreed** that the camp should celebrate the French alliance in high style . . .

Definition: issued an order for something to happen

Your sentence:

Which of these words means roughly the same thing as decreed?

- a. requested b. commanded c. insisted

2. **queue (p. 253)** They all wore hats, folded up in three places, and every man (and every boy) was whisker-free, with hair pulled back in a **queue**.

Definition: a short braid worn at the back of the neck by soldiers in the late 18th and early 19th centuries

Your sentence:

On the soldier to the right, draw in a queue.



3. **raucous (p. 255)** A **raucous** group of lads loped out of the smoke shouting, "Huzzah, Huzzah!" at the top of their lungs.

Definition: characterized by loud noise, laughter and shouting

Your sentence:

A raucous group of people would most likely be doing which of the following?

- a. singing and dancing b. playing cards c. discussing their favorite book

4. **gumption (p. 258)** "Mattie' is a name with some **gumption**."

Definition: courage and resourcefulness

Your sentence:

Someone who was acting with gumption might:

- a. choose a new place to sit at lunch b. stand up to a bully c. forget to do their homework



5. **imprudent** (p. 263) “Nathanael says it would be imprudent with the war still on.”

Definition: unwise, foolish

Your sentence:

Which of these words has a meaning that most closely matches the meaning of imprudent?

- a. risky b. impulsive c. valuable

6. **odiferous** (p. 271) . . . I'd lead him on a tour of the rather odiferous stalls.

Definition: emitting an odor

Your sentence:

Name something that could be considered odiferous:

7. **hue** (p. 275) It had a pinkish hue, like the rest of his skin, hands that had never seen the sun.

Definition: color or shade

Your sentence:

Which of the following usually comes in a darker hue?

- a. chocolate b. sand c. marshmallows



Chapter Response Questions

Chapters LI - LV

Examining Plot RL.8.1

1. Why does Isabel tell Curzon she chose not to escape with Gideon? How does this revelation affect Curzon?
2. Why do you think the first thing Isabel does when she sees Curzon that morning is offer to shave his face?
3. Why is Curzon's revelation to Isabel of the origin of his name so significant? How has their relationship changed?
4. What do we learn about Gideon on page 241? Were you surprised by this information? Why or why not?
5. At the end of Chapter LV, Curzon is forced to draw Bellingham's bath. How does this event become significant?

Analyzing Figurative Language RL.8.4

Curzon is a whirlwind of emotions throughout these five chapters. Anderson uses vivid language and imagery to help readers feel Curzon's pain when he believes Isabel has left, and his joy when she has returned. Examine some of the passages below and analyze the effect they have on the reader's experience.

*Isabel avoided me the rest of the evening. She didn't have to. I could not think of any words or deed that would change her mind. **The hours disappeared like a puff of smoke in a hurricane.** (p. 236)*

6. What kind of mood does the bolded sentence create in the passage above?
7. By creating this simile, Anderson tries to give the reader something to relate to and an image that we can quickly visualize. Draw that image in the box below.



The crescent moon, which had crossed the middle of the sky about the time I spoke with Gideon, fell into the west like a fast-moving comet. Clouds hurried across its path, scattering rain on the roof, then dashing away. (p. 237)

8. Like in the earlier passage, these bolded phrases help create a certain mood. Describe the feeling you get when you read this passage.

9. Here, Anderson has used both a simile and personification to help the reader visualize this scene, as well as feel the quick passage of time that Curzon is experiencing. Draw one of the images from the passage above in the box below.



Active and Passive Voice L.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, "Lucy cuts the meat."

In passive voice, the target of the action is moved up to the subject position. Instead of saying, "Lucy cuts the meat," one would say, "The meat is cut by Lucy." The subject of the sentence becomes the meat, but it isn't doing anything. Rather, it is just the recipient of Lucy's knife.

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 *Forge*:

Passive: ". . . the hook being pulled from the latch of the kitchen door." (p. 237)

Here, we don't know who or what is pulling that latch so the subject of the sentence—the hook—is acted upon by something we don't know, which creates a sense of tension and suspense.

Active: *I scrambled to my feet, mouth dry, heart pounding.* (p. 237)

The subject—I—and the verb—scrambled—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.

1. The owls called again and Isabel ran into the night. (p. 237) _____
2. [C]louds had been thrown across the sky like a heavy quilt. (p. 100) _____
3. Birds flew backward over Philadelphia. (p. 132) _____
4. A talking cow had been displayed in Georgia. (p. 132) _____
5. The blizzard ambushed all conversation after that. (p. 140) _____
6. The orders were shouted and the companies re-formed their lines. (p. 212) _____

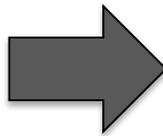
Examining Elements of Plot RL.8.3

As an author builds toward a climax (highest point of drama), he or she must continue to create tension and conflict for the main character, so that the reader is uncertain about whether the main conflict will be resolved or not. These five chapters have some key moments where Anderson raises the stakes for Curzon—and thus the reader—as he gets closer to the moment where he must decide what his fate holds.

Fill in the graphic organizer below to recount the chain of events in this chapter. For each event, write one sentence explaining the possible significance of that event to the overall plot. The first one has been done for you.

Isabel decides not to escape with Gideon.

Possible Significance: She cares about Curzon; he will now need to think of her when planning an escape.



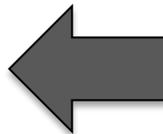
Isabel offers to shave Curzon. During this time, she tells him about her ghosts. In return, Curzon shares . . .

Possible Significance:



A Bellingham is bathing, Curzon has the opportunity to . . .

Possible Significance:



Right before Bellingham arrives home, Curzon and Isabel . . .

Possible Significance:



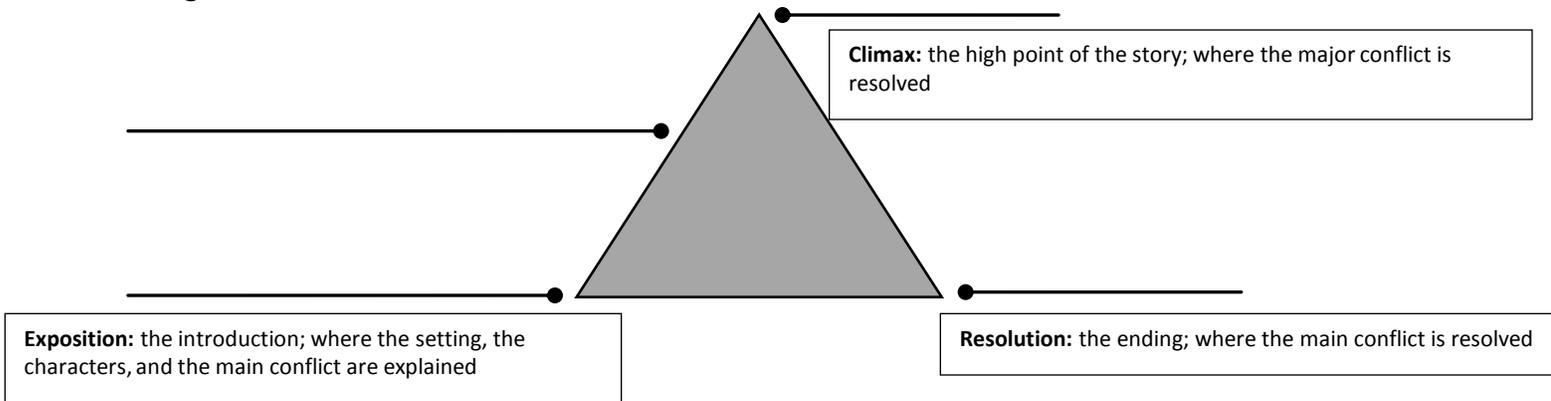
Chapter Response Questions

Chapters LVI - LX

Examining Plot RL.8.1

1. At first, Curzon and Isabel plan to escape when the Continental Army marches out of Valley Forge. Why do their plans change? What is their new escape plan?
2. How does Bellingham foil Curzon and Isabel's escape plan?
3. How does Curzon know that Bellingham's gun is not loaded?
4. What does the key to Isabel's neck brace represent to Curzon and Isabel? Why does Isabel throw the key in the river as they march out of Valley Forge?

Reflecting on the Plot RL.8.3



Reflect on the overall plot of *Forge*; think about where the story started, what conflicts Curzon encountered, the main climax near the ending, and where Curzon ends up at the conclusion of the story. Explain each of the main elements of the plot below:

5. Exposition:

6. Rising Action:

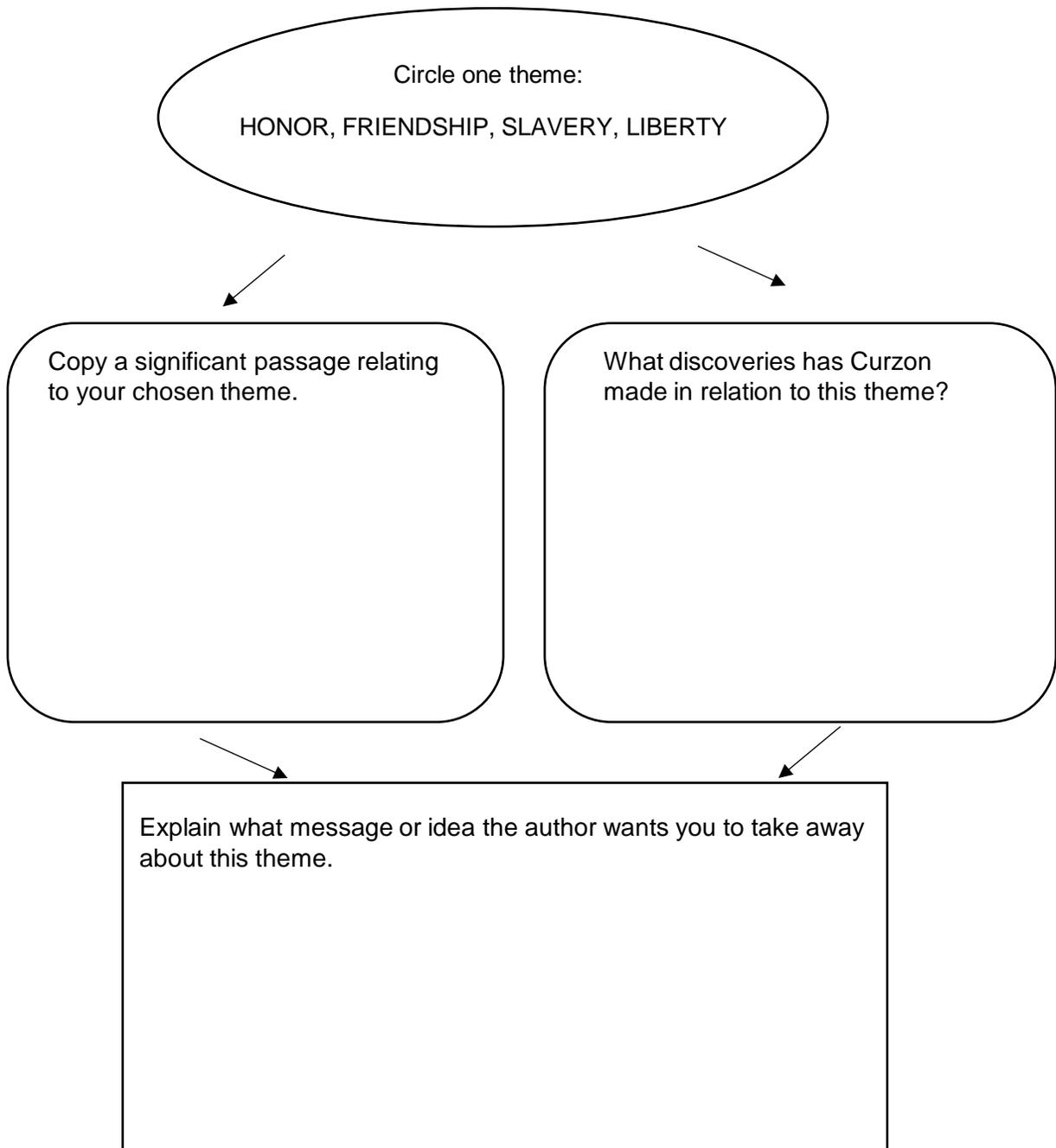


7. Climax:

8. Resolution:

Analyzing Theme RL.8.2

In these last chapters, Halse Anderson gives her final thoughts on the integral themes of the novel: honor, friendship, slavery, liberty. Choose one of those themes. Then complete the following graphic organizer.





Evaluating a Trilogy: Tying It All Together RL.8.4

Forge is the second book of a **trilogy**, a set of three novels by one author that are linked in some way. Novels in a trilogy can be connected through plot, characters, and/or theme. In the first two books of this trilogy, (the third book is not published yet), the storyline and the characters carry over from one book to another. In addition, several of the same themes emerge.

The title of each novel is also a recurring theme. In the first novel, *Chains*, the story is told from the point of view of Isabel, who, with her beloved sister Ruth, is sold to a wealthy Loyalist family in New York City. *Chains* chronicles Isabel's struggles to become unchained from the bonds of slavery, both physically and mentally. In *Forge*, Isabel and Curzon continue that struggle to become unchained.

9. How is Isabel literally *chained in Forge*? In what way is she figuratively *chained*?
10. In what ways is Curzon *chained*?
11. At the end of the story, Isabel and Curzon are in the midst of their escape. Do you think that Isabel and Curzon have a chance to be free from chains?

In the novel *Forge*, the word *forge* takes on several meanings.

- *a place where metal is heated and made into various objects, a blacksmith's workshop or a smithy* (noun)
- *to mold or form* (verb)
- *to move forward with a sudden increase of speed* (verb)
- *the camp of Valley Forge, named for a large iron forge in the area.*

12. On page 115, Silvenus compares the camp to a forge that is molding the army. In what way(s) are the experiences Curzon has at camp like a forge? In other words, how have his experiences molded and changed Curzon?
13. Why do you think Anderson names the second novel of this trilogy *Forge*? Do you think it is a good name? Why or why not?

The third novel of the trilogy, *Ashes*, has not yet been published.

14. From whose point of view do you think the novel will be written from?
15. What do you think the setting for the book will be?
16. What do you think the plot might be about?

Vocabulary Answers

Chapters Prelude– V

1. confused or muddled
2. caused pain or anguish
3. causing trouble, irritating
4. disgusting and unpleasant
5. a military unit sent out for scouting
6. somebody who takes measurement of the land
7. small iron balls fired from a cannon

Chapters VI – X

1. c.
2. e.
3. d.
4. f.
5. a.
6. b.
7. haversack
8. skirmishing
9. pilfering
10. rusticated
11. indenture
12. rogue

Chapters XI – XV

1. deadly or harmful; answers will vary
2. destructive animals or insects; a
3. store on a military base; c
4. raggedly dressed person; a
5. salt water for preserving; b
6. confusing or violent situation; a

Chapters XVI – XX

ensign: “*The ensign said ten thousand, the major said twelve thousand.*”; flag bearer

reprimanded: “*But if I am reprimanded, you’ll share the pain of my punishment.*”; scolded for doing something wrong

victuals: *Silvenus did not contribute to the listing of our favorite victuals.*; food

scurvy: *We each received one handful, seasoned with vinegar to keep away the scurvy.*; disease caused by vitamin deficiency

prodigious: “*In books,*” he said. “*I am a prodigious reader.*”; impressive, great in amount or size

caterwauling: “*You whelps is always caterwauling about your bellies and how you’re about to die.*”; yowling, making a loud howling noise

Chapters XXI – XXV

1. *Confused or perplexed*; Both words mean to be confused; confounded has a stronger connotation than befuddled.
2. as a joke, playfully; serious or angry
3. rebellion against legal authority;
4. strength of character; *answers may vary*
5. to honor something in a ceremony; *answers may vary*

Chapters XXVI – XXX

1. b.; amount allocated to someone
2. a.; soldiers fighting for money

3. c.; very hungry
4. c.; indication something unpleasant will happen
5. a.; ill-tempered, peevish
6. c.; conference or meeting
7. b.; inferior or poorly made

Answers:

- Identifying Infinitives
11. to be, adjective
 12. to post, adverb
 13. to ignore, noun
 14. to extract, adverb
 15. to throw, noun

Chapters XXXI – XXXV

1. b.
2. c.
3. a.
4. e.
5. d.
6. ruffians
7. court-martial
8. impudence
9. malcontent
10. providence

Chapters XXXV – XL

1. *Sentences will vary*; Bellingham means that he has reappeared after a very long absence.
2. *Sentences will vary*; a scarf
3. *Sentences will vary*; b.
4. *Sentences will vary*; b.

Vocabulary Answers

Chapters XLI – XLV

1. deep and careful thoughts;
sentences will vary
2. rebellion against legal authority;
sentences will vary
3. a pipe used to carry smoke from a fireplace or furnace; *sentences will vary*
4. disagreement or strife;
sentences will vary
5. harmful or poisonous fumes;
sentences will vary

Chapters XLVI – L

1. d.
2. b.
3. f.
4. a.
5. e.
6. c.
7. conniver
8. atrociously
9. apoplexy
10. fortuitous
11. smallpox
12. ruse

Chapters LI – LXII

1. *sentences will vary*; b
2. *sentences will vary*; answers will vary
3. *sentences will vary*; a
4. *sentences will vary*; b
5. *sentences will vary*; a
6. *sentences will vary*; answers will vary
7. *sentences will vary*; a



Performance Task: Surviving Valley Forge

RL.8.1; RI.8.1; RI.8.6; R.18.8; W.8.3a,b,e; W.8.8

TASK Having read about Curzon’s experiences at Valley Forge during the winter of 1777-78, you are now going to write a journal entry describing the experience that a soldier at Valley Forge might have had. You will need to include as many sensory details as well as descriptions of your experience and the time period as possible. Below are three sources to help you write your journal.

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

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

Part 1

Sources for Performance Task: Read each source carefully, thinking about what information it gives you about the challenges and conditions soldiers faced at Valley Forge. Answer the questions that follow.

Source A: Passage from *Forge* (pages 130-131)

January 20 - February 6, 1778

Sore ear and cold bones aside, life had become tolerable on account of our little sleeping hut. Sleeping whilst sheltered by walls and a roof is vastly more comfortable than sleeping under the open sky, even if the roof did leak in spots.

Though most huts in camp were completed, thousands of soldiers were unfit for duty because their clothes were falling to pieces. Those without shirts covered their form with blankets or rags when necessity forced them out to use a privy trench. Many suffered from the death of their toes and fingers on account of the frostbite. I cannot bring myself to describe the state of the lads who had no breeches.

Because my company was mostly clothed and shod, we worked more hours than some. We fell into a regular pattern: dawn reveille, work on the fortifications meant to protect us from attack, breakfast, more work, dinner, shop and haul firewood, supper at dark. The middle of the day was tolerable warm, but after dawn and near sunset, the cold ate through my clothes and gnawed my bones.

The best hours came after the sun dropped behind Mount Misery. We’d retire to our hut, cook up the day’s rations of dried peas and meat (with a few cabbage leaves or a potato when Fortune smiled), and eat as slow as we could manage. We devised a rotation to take turns sitting directly in front of the fire, two by two, to play checkers. Greenlaw had fashioned a checkerboard on a plank. Bits of twig stood in for the black checkers and shards of bone for the white.



Questions for Source A:

1. Underline at least two challenges the soldiers faced in the passage above. How did these circumstances make life difficult for soldiers at Valley Forge?
2. Underline at least one way that Curzon and his company found relief or time to relax in their day.
3. After reading this passage, write down three adjectives that you would use to describe the overall mood or conditions at Valley Forge.

Source B: From the diary of Surgeon Albigeance Waldo at Valley Forge

December 13, 1777

The Army march'd three miles from the West side of the River and encamp'd near a place call'd the Gulph and not an improper name neither, for this Gulph seems well adapted by its situation to keep us from the pleasures and enjoyments of this World, or being conversant with anybody in it. . . No it is, upon consideration for many good purposes since we are to Winter here-

There is plenty of Wood and Water

There are but few families for the soldiery to Steal from - tho' far be it from a Soldier to Steal

There are warm sides of Hill to erect huts on

They will be heavenly Minded like Jonah when in the Belly of a Great Fish

They will not become home Sick as is sometimes the Case when Men live in the Open World- since the reflections which will naturally arise from their present habitation, will lead them into the more noble thoughts of employing their leisure hours in filling their knapsacks with such materials as may be necessary on the Journey to another Home.

December 14

Prisoners and Deserters are continually coming in. The Army which has been surprisingly healthy hitherto, now begins to grow sickly from the continued fatigues they have suffered this Campaign. Yet they still show a spirit of Alacrity [eagerness] and Contentment not to be expected from so young Troops. I am Sick - discontented - and out of humour. Poor food - hard lodging - Cold Weather - fatigue - Nasty Cloaths - nasty Cookery - Vomit half my time -



Performance Task: Surviving Valley Forge

the Devil's in't - I can't Endure it - Why are we sent here to starve and Freeze - What sweet Felicities [joys] have I left at home; A charming Wife - pretty Children - Good Beds - good food - good Cookery - all agreeable - all harmonious. Here all Confusion - smoke and Cold - hunger and filthyness - A pox on my bad luck. There comes a bowl of beef soup - full of burnt leaves and dirt, sickish enough to make a Hector spue - away with it Boys . . . See the poor Soldier, when in health - with what cheerfulness he meets his foes and encounters every hardship - if barefoot, he labours thro' the Mud and Cold with a Song in his mouth extolling War and Washington - if his food be bad, he eats it notwithstanding with seeming content - blesses God for a good Stomach and Whistles it into digestion. But harkee Patience, a moment - There comes a Soldier, his bare feet are seen thro' his worn out Shoes, his legs nearly naked from the tatter'd remains of an only pair of stockings, his Breeches not sufficient to cover his nakedness, his Shirt hanging in Strings, his hair dishevell'd, his face meagre; his whole appearance pictures a person forsaken and discouraged. He comes, and crys with an air of wretchedness and despair, I am Sick, my feet lame, my legs are sore, my body cover'd with this tormenting Itch - my Cloaths are worn out, my Constitution is broken, my former Activity is exhausted by fatigue, hunger and Cold, I fail fast I shall soon be no more! and all the reward I shall get will be - "Poor Will is dead."

People who live at home in Luxury and Ease, quietly possessing their habitations, Enjoying their Wives and families in peace, have but a very faint Idea of the unpleasing sensations, and continual Anxiety the Man endures who is in Camp, . . . These same People are willing we should suffer every thing for their Benefit and advantage, and yet are the first to Condemn us for not doing more!!

Source: <http://www.let.rug.nl/usa/documents/1776-1785/albigen-waldo-from-the-diary-of-a-surgeon-at-valley-forge-1777.php>

Questions for Source B:

1. On December 13, Albigen Waldo lists some reasons that Valley Forge will make a good camp for the winter. Summarize what you think the three most important of those reasons are here.
2. Do you agree with Albigen that these reasons make Valley Forge a good winter camp? Why or why not?
3. On December 14, his tone has changed. Underline at least five details in his diary entry that show the difficulties of camp life for Albigen and the other soldiers.
4. The last paragraph has a tone of resentment. Who is Albigen resentful of? Why?



Source C: Letter from Washington to the Continental Congress, December 1777

Sir: Full as I was in my representation of matters in the Commys. Departmt. yesterday, fresh, and more powerful reasons oblige me to add, that I am now convinced, beyond a doubt that unless some great and capital change suddenly takes place in that line, this Army must inevitably be reduced to on or other of these three things: Starve, dissolve, or disperse, in order to obtain subsistence in the best manner they can; rest assured Sir this is not an exaggerated picture, but [and] that I have abundant reason to support what I say

Sir: three of four days bad weather would prove our destruction. What then is to become of the Army this Winter? and if we are as often without Provisions now, as with it [them], what is to become of us in the Spring, when our force will be collected, . . . to take advantage of an early Campaign before the Enemy can be reinforced? . . . Since the Month of July, we have had no assistance from the Quarter Master Genl . . . Soap, Vinegar, and other Articles allowed by Congress we see none of nor have [we] seen [them] I believe since the battle of Brandywine; the first indeed we have now little occasion of [for] few men having more than one Shirt, many of the Moiety of one, and Some none at all; . . . we have, by a field return this day made no less than 2898 Men now in Camp unfit for duty because they are barefoot and otherwise naked and by the same return it appears that our whole strength in continental Troops . . . amount to no more than 8200 In Camp fit for duty. . . Our Numbers fit for duty from the hardships and exposures they have undergone, particularly on Acct. of Blankets . . . have decreased near 2000 Men.

Source: <http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/turning/valley.html>

Questions for Source C:

1. What is the purpose of this letter?
2. What are Washington's concerns for his men?
3. Underline at least three details in the letter above that show hardships the continental army is facing.

Part 2

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

Your Assignment: You must now write a multi-paragraph journal entry from a soldier's point of view where you describe the hardships that American soldiers faced at Valley Forge. You must include information from all of the sources above, as well as what you learned reading *Forge*, to give readers as many details as possible about what the winter of 1777-78 was like. You can choose any date you'd like from that winter, and create a fictional name for your soldier, or write it from the perspective of a character in *Forge*.

Your journal entry will be graded on the following:

Accuracy and Strength of Content: How well did you incorporate information from the sources into your journal entry? Did you present enough historical details and fully describe different aspects of the day? Did you include sensory information to give your reader a vivid sense of what it was like to live through this experience?

Organization: Is your journal organized clearly? Were the events you described presented sequentially?

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.6.3a-e	L.6.4a, c	RH.6-8.2
	RL.6.2	RI.6.6	W.6.8	L.6.5a	RH.6-8.6
	RL.6.3	RI.6.8	W.6.10		RH.6-8.7
	RL.6.4				
	RL.6.6				
Grade 7	RL.7.1	RI.7.1	W.7.3a-e	L.7.4a, c	RH.6-8.2
	RL.7.2	RI.7.6	W.7.8	L.7.5b	RH.6-8.6
	RL.7.3	RI.7.8	W.7.10		RH.6-8.7
	RL.7.4				
	RL.7.6				
Grade 8	RL.8.1	RI.8.1	W.8.3a-e	L.8.1a	RH.6-8.2
	RL.8.2	RI.8.6	W.8.8	L.8.3a	RH.6-8.6
	RL.8.3	RI.8.8	W.8.10	L.8.4a	RH.6-8.7
	RL.8.4			L.8.5b	
	RL.8.6				