



5TH
GRADE

VOLUME 5.3

Book Club Teacher's Guide

American Revolution

For pairing with *C. I. A. Unit of Study—
Historical Fiction, Chains 5.3*

Sarah Collinge



Seattle, Washington
Portland, Oregon
Denver, Colorado
Vancouver, B.C.
Scottsdale, Arizona
Minneapolis, Minnesota

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Peanut Butter Publishing
943 NE Boat Street
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American Revolution Text Complexity

| QUALITATIVE MEASURES | QUANTITATIVE MEASURES |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Levels of Meaning Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to freedom, government, overcoming hardships, the spirit of optimism, and the historical importance of people's circumstances in past times. These themes will be generalized across the people and events of the American Revolution.</p> <p>Structure This nonfiction text is organized, for the most part, chronologically. Some additional information and details are woven throughout the chronological events. Each section presents a variety of images including artwork, maps, and photos of memorabilia. Cause and effect relationships contribute to the overall structure of this text.</p> <p>Language Conventinality and Clarity Historical language and primary documents add depth to the language of this text. Domain-specific vocabulary also increases the text complexity.</p> <p>Knowledge Demands Students will need to have a great deal of background knowledge about the time period before, during, and after the American Revolution.</p> | <p><i>American Revolution</i> has not been given a Lexile score.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p> |

DAY 3, SETTING LIST

In this lesson... you will remind students that good readers focus on the setting as they read the first quadrant of the text.

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Infer setting clues
- Visualize

Show understanding of story elements (RI 3)

- Setting

Use what you know about genre to help you understand the story better (RI 5)

Gather and categorize information through note taking (W 8)

Connect:

We have been learning...

...that good readers use the text structure and the text features to help them understand the book better.

Yesterday we marked the first 19 pages of our book *American Revolution* as being the first quadrant of the book.

Today, you are all going to begin reading quadrant 1 of your book club book. When you read quadrant 1 you will be focused on collecting critical information in the text. You will each be gathering information about the characters, setting, problems, and important events in your book. These are the critical story elements that help us get a book in our heads.

Teach:

Today I am going to remind you...

...that good readers pay attention to the setting of the story. You will be creating a list of important information about the setting as you read.

You each made a setting map when we read the book *Chains*. Please turn to the setting map for *Chains*. Notice how you labeled the details of the setting as accurately as possible on the map, showing the New England colonies, the Middle colonies, and the Southern colonies.

Guided Practice—Work Time:

Now turn to page 10 in your book club notebooks. Today as you read, you will stop each time a new detail is revealed about the setting and add this detail to your setting list. You will be recording details about the New England colonies, the Middle colonies, and the Southern colonies.

Today you will each be reading parts of the text and completing your setting list. (Remember to assign the appropriate scaffolding to your lowest group[s] if necessary. Some students may need the support of a partner both to read the text and to complete the chart, while others may need to work with a partner only for the charting.) As you are working, if you need help, first ask your assigned partner for help. If you are still stuck, sign up for a conference and I will come and coach you and your partner in order to quickly help you get back on track.

You will have 35 minutes to work. Then you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

(Assign students their pages to read and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

American Revolution—Read pp. 6–7.

Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Why do good readers keep track of the setting as they read? How did doing this help you or challenge you as a reader today?

Link:

Today and every day when you read...

...I want you to think about what you know about important setting clues in order to understand the story better.

Setting Clues/Map

The Thirteen Colonies

- Each colony had its own governor who was appointed by the king.
- The British government wanted to keep the American colonies under strict control.

New England Colonies

- Massachusetts, Connecticut, Rhode Island, and New Hampshire
- farming, seafaring, fishing and shipbuilding

Middle Colonies

- New York, New Jersey, Pennsylvania, and Delaware
- Largest cities – Philadelphia and New York

Southern Colonies

- Maryland, Virginia, North Carolina, South Carolina, and Georgia.
- Plantations relied on slaves

DAY 9, EVALUATE THE THE HISTORICAL ACCURACY OF *CHAINS*

In this lesson...students will evaluate whether the author Laurie Halse Anderson made the setting of her story *Chains* historically accurate. Historical credibility is a critical element of historical fiction. In order to evaluate the historical accuracy of the setting of Anderson’s story, students will be analyzing the details in *Chains* and comparing those details to the facts presented in *American Revolution*.

To prepare for this lesson, make copies of the “Setting” and “Problems” handouts and give them to each student.

Learning Targets:

Read closely to understand diverse media (RI 1, 2, 3, 7)

Analyze multiple texts (RI 9)

Consider the author’s point of view (RI 6)

Evaluate the sufficiency of evidence (RI 8)

Analyze multiple texts (RI 9)

Connect:

We have been learning...

...that good readers write in order to monitor their comprehension while reading. Yesterday, you wrote a retell summary of the first quadrant of the book *American Revolution*.

Teach:

Today I am going to teach you...

...that good readers evaluate whether an author of historical fiction has made the setting of his/her story historically accurate.

We have been reading the historical fiction book *Chains*, by Laurie Halse Anderson. In that book she describes the setting of New York Harbor in 1776 and the problems that were occurring there.

Today, we are going to evaluate whether her depiction of this place and time is accurate based on the facts presented in the historical nonfiction text *American Revolution*.

Please read the instructions at the top of the handout titled “Setting.”

Now open up to page 44 in *American Revolution*. Find the picture of New York Harbor.

Follow along with me as I read the excerpt from the book *Chains* that appears in the left column of your handout. As I read, think about whether Laurie Halse Anderson’s description is consistent with the picture on page 44 of *American Revolution*.

Model:

When the passage from *Chains* said that the ship was tied up at a long dock, one of many that jutted into the river, I thought Laurie Halse Anderson created a historically accurate setting because in the picture on page 44 of *American Revolution* it shows many ships coming into the harbor and tying up at the docks.

I am going to add this fact to the right column of the chart.

Guided Practice—Work Time:

Each of you will continue to contextualize the facts about the setting of the story, and also those related to the problems in the story. You will use pages from *American Revolution* to do this work. At the bottom of each handout, you will draw a larger conclusion by considering whether Laurie Halse Anderson’s book *Chains* is consistent with historical facts.

You will each be reading and completing the “Setting” handout and the “Problems” handout independently, or with a partner. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference, and I will come and coach you and your partner in order to quickly help you get back on track.

You will have 35 minutes to work, after which you will meet your partners in the meeting area to review your work, make additions or changes, and then participate in a whole-class share-out.

(Assign each group their C. I. A. meeting date. Assign students their pages to read and dismiss students for independent work. Conduct conferences with partnerships as necessary.)

American Revolution—See pp. 44, 6, 7, 10, & 11.

Share-out:

(At the beginning of the share-out time, give students 5 minutes to compare notes and receive help from their partners. Then move into a quick, whole-class discussion.)

Discuss: Do you think Laurie Halse Anderson, in her book *Chains*, created a setting that is historically accurate? Why or why not?

Link:

Today and every day when you read...

...I want you to evaluate whether authors of historical fiction make their stories historically accurate by making details in the text consistent with historical facts..

Setting

In the book *Chains*, did Laurie Halse Anderson create a historically accurate **setting** when she described the port of New York City in May of 1776? Look at the painting of New York Harbor on page 44 of the book *American Revolution*. Is Anderson's description of the setting consistent with the picture? What facts from pages 6 and 7 in *American Revolution* connect to the scene Anderson creates at the beginning of chapter 5 of *Chains*?

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p><i>Wednesday, May 29, 1776</i></p> <p>The ship was tied up at a long dock, one of many that jutted into the river. The sun sparkled off the water so strong I had to shade my eyes. Tall houses of brick and stone faced us, with rows upon rows of windows looking down at the street. They reached higher than the oldest trees back home. There were smaller buildings, too, all crowded shoulder to shoulder, with no room for a feather to pass betwixt them.</p> <p><i>Chains, p. 26</i></p> | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

I think/do not think that Laurie Halse Anderson created a historically accurate **setting**, because...

Setting

In the book *Chains*, did Laurie Halse Anderson create a historically accurate **setting** when she described the port of New York City in May of 1776? Look at the painting of New York Harbor on page 44 of the book *American Revolution*. Is Anderson's description of the setting consistent with the picture? What facts from pages 6 and 7 in *American Revolution* connect to the scene Anderson creates at the beginning of chapter 5 of *Chains*?

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Wednesday, May 29, 1776</p> <p><u>The ship was tied up at a long dock</u>, one of many that jutted into the river. The sun sparkled off the water so strong I had to shade my eyes. <u>Tall houses of brick and stone faced us</u>, with <u>rows upon rows of windows looking down at the street</u>. They reached higher than the oldest trees back home. There were smaller buildings, too, <u>all crowded shoulder to shoulder</u>, with no room for a feather to pass betwixt them.</p> <p><i>Chains</i>, p. 26</p> | <ul style="list-style-type: none">• wooden ships were tied to the docks p.44• Tall buildings stood three stories high p.44• New York was a city p.6• Buildings stood very close together p.44 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

I think/do not think that Laurie Halse Anderson created a historically accurate **setting**, because...

she describes New York and it is just like the painting on page 44 with tall brick buildings and ships tied to docks.

Problems

In chapter 5 of the book *Chains*, the Locktons return to New York from Boston. Bellingham meets them on the dock and accuses the Locktons of having been in London. Lockton responds by saying,

“London? Never! England offers us nothing but taxes, stamps, and bloodshed” (p. 30).

Does the **problem** in the fictional story *Chains* match the real problem of this time in history? Check Laurie Halse Anderson’s story against the facts found on pages 10 and 11 of *American Revolution*.

| | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Wednesday, May 29, 1776</p> <p>“England offers us nothing but <u>taxes</u>, <u>stamps</u>, and <u>bloodshed</u>.”</p> <p>“We are at war, sir,” Bellingham said in a voice that I could hear.</p> <p>“Insults are the least of my concern. I’m worried about the British invasion.”</p> <p><i>Chains</i>, p. 30</p> | <p>1764 Sugar Act 1765 Stamp Act 1767 Townsend Act</p> <p>These acts placed new taxes on the colonies. p.10</p> <p>1770 Boston Massacre</p> <p>Five people were killed by the Redcoats. p.11</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

I think/do not think that Laurie Halse Anderson created a historically accurate **problem** because...

many Americans were upset by the taxes England placed on the Colonies. Americans were outraged about the Boston Massacre and began to prepare to fight the British.

Book Club Meeting 1

In this book club meeting...students will be responding to questions about the characters, setting, problems, and main events revealed in quadrant 1 of their book club book. Students will use the charts in their book club notebooks to aid their discussion. Students will also share their evaluation of Laurie Halse Anderson’s book *Chains*. Throughout the discussion, students should each share and respond to thinking.

Learning Targets:

Summarize the text (RI 2)

Show understanding of story elements (RI 3)

- Character
- Setting
- Plot

Evaluate the sufficiency of evidence (RI 8)

Analyze multiple texts (RI 9)

Prepare for collaboration with others (SL 1)

Express ideas and respond to others’ ideas clearly and persuasively (SL 1)

Acquire and use key vocabulary (L 6)

Connect:

We have been learning...

...that good readers read slowly at the beginning of a book in order to make sure they understand all the story elements, including character, setting, and plot. At the end of quadrant 1 they stop and write a retell summary as a way of monitoring their comprehension.

Teach:

Today I am going to remind you...

...that good readers discuss their thinking about a book with others in order to synthesize their thinking and evaluate the thinking of others.

When we meet together in book clubs, the expectations will be that you each

1. Bring your book and book club notebook to the meeting, with all assignments completed;
2. Come prepared to respond to questions and to share your thinking about the book with the group;
3. Participate by both sharing with and listening to group members;
4. Respond to another student's thinking before sharing your own; and
5. Use polite language and mannerisms with everyone in the group.

When you respond to another person's thinking, please use one of our response stems:

- I agree with you because...
- I disagree with you because...

Opening discussion questions:

(Have 2–3 students share their responses to each of these questions. Ask a student to respond to another student before sharing his or her own thinking. As you move through the series of questions, make sure each student gets a turn to talk.)



American Revolution

Open up to the character lists on pages 8 and 9 of your book club notebooks.

Discuss: John Hancock and John Adams were both Patriots who signed the Declaration of Independence. The second paragraph of the Declaration of Independence begins with the words, “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness.” According to the Declaration of Independence, what did these Patriots believe in?

Open up to the problems list on page 11 of your book club notebooks.

Discuss: One of the problems in the book is that the colonists were encouraged to stop buying British goods. In the book *Chains*, Becky Berry tells Isabel, “I could be tarred and feathered for brewing tea!” (p. 43). Is this problem realistic based on the facts of the time period?

Open up to the important events list on page 12 of your book club notebooks.

Discuss: In March of 1776, the Redcoats and Loyalists began to flee Boston. At the beginning of the book *Chains*, Mr. and Mrs. Lockton leave Boston and return to their home in New York. Based on the important events of the time period, why do you think Mr. and Mrs. Lockton left Boston?



Kids Discover: American Revolution

Discuss: What important facts did you discover when you read the magazine *Kids Discover: American Revolution*? How did these facts help you understand the time period of the American Revolution better?

Time for questions:

Do any of you have any questions at this point in the book that you would like the group to answer or help you with?

(Allow time for students to ask their questions, if any. Encourage group members to respond to the questions. Step in to answer questions only when group members are unable to.)

Share-out:

Now you are each going to have an opportunity to share whether you think the setting and problem described in chapter 5 of Laurie Halse Anderson's book *Chains* are consistent with historical facts. You can use your "Setting" and "Problems" handouts to help you.

(Allow each student a chance to share his or her opinion. Ask a student to respond to another student before sharing his or her own thinking.)

DAYS 27–28, OPINION WRITING

In this lesson... you will remind students that after reading, good readers synthesize the entire text by writing.

Students will be writing an opinion piece, sharing whether or not they think that Laurie Halse Anderson created a story that is historically accurate when she wrote the book *Chains*. They will use information from the historical nonfiction text *American Revolution* to support their opinions. Students who read *Kids Discover: American Revolution* might also use facts from this resource to support their opinions.

Students will use the opinion frame to help organize their opinion writing. Students should be expected to produce quality work.

To prepare for this lesson, print the handout titled “Opinion Frame” for each student. Students will glue or tape this frame over the top of the synthesis summary frame on page 37 of their book club notebooks.

Learning Targets:

Write an expository piece (W 2)

- Opinion writing

Write clearly and coherently for task and audience (W 4)

Recall information and draw evidence from the text (W 8, 9)

Write in a short time period (W 10)

Acquire and use key vocabulary (L 6)

Connect:

We have been learning...

...that good readers evaluate whether authors of historical fiction make their stories consistent with historical facts.

Teach:

Today I am going to remind you...

...that good readers write in order to share their opinions after reading.

Today you will be answering the question, “Did Laurie Halse Anderson create a setting and plot that are consistent with historical facts when she wrote the book *Chains*?” You will use facts collected from the book *American Revolution* to support your opinion.

If you read *Kids Discover: American Revolution*, you may use facts from that text to support your thinking as well.

Guided Practice—Work Time:

Open up your book club notebooks to page 37. (Review the opinion frame with students.)

Now turn to page 38 in your book club notebook. This is where you will write your opinion writing. You will use the opinion frame to organize your writing. You may also use the entries in your notebook as tools.

You will each be completing your opinion writing independently. If you need help, first go to your assigned partner to get help. If you are still stuck, sign up for a conference and I will come and coach you and your partner in order to quickly help you get back on track. You will have two days for this assignment.

(Dismiss students for independent work. Conduct conferences with partnerships as necessary.)

Opinion Frame:

| | |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Introduction Sentences | <p><i>When writing historical fiction, authors have to make the setting of the story and description of events consistent with historical facts. A story that is consistent with historical facts is considered to be historically accurate.</i></p> <p>Tell whether you believe Laurie Halse Anderson's description of the setting and events in the book <i>Chains</i> are consistent with historical facts.</p> |
| Body | <p>Give strong evidence that supports your opinion.</p> <p>(Evidence should come from the text.)</p> |
| Conclusion | <p>Restate your thinking.</p> <p>Start with one of the following phrases:</p> <p><i>In conclusion,</i> <i>All in all,</i> <i>As you can see,</i> <i>It is true,</i> <i>To sum up,</i> <i>I predict,</i></p> |

American Revolution Opinion Writing Sample

When writing historical fiction, authors have to make the setting of the story and description of events consistent with historical facts. A story that is consistent with historical facts is considered to be historically accurate. I think Laurie Halse Anderson's book *Chains* is historically accurate because it is consistent with historical facts found in the book *American Revolution*, written by Stuart Murray.

First, Laurie Halse Anderson creates a setting based on historical facts when she describes the port of New York City in May of 1776. She describes ships tied up at long docks, and tall houses made of brick and stone. Her description matches a painting I found in the book *American Revolution*, which illustrates wooden ships tied to docks and tall buildings standing three stories high.

Next, the problems in the book *Chains* match the problems that occurred during this time in history. When Lockton says, "England offers us nothing but taxes, stamps, and bloodshed" (p. 30), his words match the facts I found in the book *American Revolution*. Acts such as the Sugar Act, the Stamp Act, and the Townsend Act placed new taxes on the colonies. Also, the Redcoats killed five people in the Boston Massacre.

Finally, many of the events Laurie Halse Anderson describes in the book *Chains* are also described in the book *American Revolution*. This helps me understand that events like the removal of the statue of King George III, the Redcoat pillaging, and the New York fire all really happened. I was surprised to learn that the soldiers in prison were treated as badly as she described in *Chains*.

As you can see, Laurie Halse Anderson creates a historically accurate story in the book *Chains*. I learned a lot about the American Revolution by reading her book and comparing it to the nonfiction book *American Revolution*.

Vocabulary Words Learned While Reading 5.3 *Chains*

| | | |
|------------------------|------------|---------------------|
| Informant | deprived | forbearance |
| Malicious | inhuman | liberty |
| Blockade | bribe | insolence |
| Indentured | thievery | self-preservation |
| Providence | gossip | surrender vs. fight |
| Ancestors | treason | ruin |
| monarchy vs. democracy | conceal | shame vs. honor |
| dignity vs. lowliness | conspiracy | merciful |
| beholden | submit | |

Vocabulary Words Learned While Reading 5.3 *Chains*

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| Informant | deprived | forbearance |
| Malicious | inhuman | liberty |
| Blockade | bribe | insolence |
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| beholden | submit | |