



# **5<sup>TH</sup> GRADE**

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## **VOLUME 5.3**

# **Historical Fiction**

## ***Chains***

**Sarah Collinge**  
with Bethany Robinson



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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## Welcome to the C. I. A. Unit of Study for the book *Chains*

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

*Chains* is the first in the Seeds of America series written by Laurie Halse Anderson. The books tell about an important time in our nation's history, the Revolutionary War, through the unique perspective of a young slave girl. You and your students will be fascinated as you hear the events of the war unfold from this character's point of view. Students will question the paradox of the fight for freedom by a nation of people who condone the enslavement of others. At the conclusion of the unit, students will write about natural human rights and the Declaration of Independence.

*Chains* is a challenging text for fifth-graders because it demands a great deal of background knowledge about this time in history. I suggest teaching about colonial America in your content area literacy block prior to beginning this unit of study. To facilitate this, I've included a section at the end of this unit in which I make suggestions for optional related projects and lessons that might be conducted during your content area literacy block during the weeks when you are teaching this unit. If time allows, I highly recommend participating in some or all of these activities or using your own resources to further students' understanding of the time period of the Revolutionary War.

In addition to providing the social studies content of the Revolutionary War to fifth-grade students, this unit of study is also designed to teach students the features of historical fiction. They will learn the importance of analyzing the main character's circumstances in order to determine the author's message. Furthermore, students will consider how the message in *Chains* has significance for and influence on our lives today.

The book *Chains* connects well to the second unit in the C. I. A. series for fifth grade, *Holes*. In the book *Holes*, Stanley is wrongfully imprisoned in a juvenile correctional facility. He is innocent of the crime for which he is being punished. At the beginning of *Chains*, Isabel and her sister Ruth are wrongfully sold to a new master. Their original master, Miss Mary Finch, has freed the girls in her will, but upon her death, the lawyer and the will are nowhere to be found. Throughout the rest of the story, Isabel struggles to believe that the promise of freedom will be fulfilled.

In addition to highlighting this common theme of injustice throughout units 5.2 and 5.3, teachers might also choose to draw students' attention to the intertextual Biblical connections that extend beyond the book *Holes* into the book *Chains*. While the book *Holes* is loosely tied to the story of the Israelites who were cursed to wander the desert for 40 years, the book *Chains* has a metaphoric connection to the last part of that same biblical story, in which Joshua leads the Israelites across the River Jordan, from the land of promise to the land of fulfillment.

Anderson's gift for layering the structural complexities of symbolism and metaphor throughout the story makes *Chains* an exceptional choice for fifth grade. The difference between a symbol and a metaphor is subtle. A symbol is used in substitution of something (for example the dollar sign in place of the word dollar), whereas a metaphor is more like an analogy. While a symbol can be immediately recognized, a metaphor might be developed throughout a piece of literature and not completely defined until the end of the story. To help students keep track of Anderson's use of figurative language throughout the book *Chains*, I recommend that students use colored Post-it flags to mark

each example of figurative language. Both you and your students will be drawn into Laurie Halse Anderson's writing style—she truly is talented at her craft.

Throughout this unit, it will be important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. I suggest having a United States history timeline displayed somewhere in your classroom. Mark historical events already covered in your school-wide social studies curriculum on the timeline, along with the events of the Revolutionary War. This timeline will offer students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

I know you will enjoy immersing yourself in the story of Isabel and the Revolutionary War. Remember, the purpose is to bring history alive for your students by letting them see history through the eyes of the people who might have experienced it. Use all the resources available to you to help students visualize and understand this time period. For them, the experience will be memorable!

Before getting started, you will want to familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Printing vocabulary handbooks
- Locating multiple copies of the text
- Inputting daily lessons into your plan book
- Preparing for assessment

## Alignment to the Common Core State Standards

All lessons in this unit of study are aligned to our nation's Common Core State Standards (Common Core State Standards Initiative [CCSSI], 2010). At the beginning of each lesson, you will see an outline of the learning targets for that particular day. The following abbreviations are used to link these targets to the Common Core State Standards:

RL	Reading Standards for Literature
RI	Reading Standards for Informational Text
W	Writing Standards
SL	Speaking and Listening Standards
L	Language Standards

The yearlong series of C. I. A. read-aloud units, partnered with the C. I. A. Book Club Teacher's Guides, provides a comprehensive English language arts curriculum for grades 3–6. All C. I. A. read-aloud and book club units are available at [shop.readsidebyside.com](http://shop.readsidebyside.com). These units expose students to grade-level and above standards, in text that is matched to the complexity bands of the Common Core State Standards.

To download a copy of the Common Core State Standards, visit <http://www.corestandards.org/the-standards>.

To download a copy of the vertical progressions of the Common Core State Standards, and additional Common Core resources, visit [readsidebyside.com](http://readsidebyside.com).

# Chains Unit of Study—Distribution of Standards

## Distribution of Common Core State Standards

Reading Standards for Literature																									
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>Key Ideas and Details</b>																									
<b>#1</b> Read closely Monitor comprehension Support thinking	X					X	X	X	X	X			X	X	X	X	X	X	X		X		X	X	X
<b>#2</b> Determine theme Determine author's message Summarize the text																X		X				X			
<b>#3</b> Analyze story elements	X	X				X	X	X	X	X			X	X	X			X	X	X	X	X	X	X	X
<b>Craft and Structure</b>																									
<b>#4</b> Recognize author's craft Recognize intertextuality						X	X	X		X			X	X	X	X	X	X	X				X	X	X
<b>#5</b> Analyze text structure Infer genre Compare multiple genres	X	X				X	X	X		X			X	X	X	X	X		X				X	X	X
<b>#6</b> Recognize point of view Compare points of view Recognize author's perspective													X			X				X					
<b>Integration of Knowledge</b>																									
<b>#7</b> Connect to other representations of the topic (visual, oral)						X	X	X		X			X	X	X	X	X	X	X				X	X	X
<b>#8</b> (Not applicable to literature)																									
<b>#9</b> Compare and contrast themes across 1 genre																									
<b>#10</b> By the end of the year, read and comprehend literature in the grades 4–5 text complexity band independently and proficiently.																									

## Distribution of Common Core State Standards

Reading Standards for Literature																														
Days	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50					
Key Ideas and Details																														
#1 Read closely Monitor comprehension Support thinking	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X	X						
#2 Determine theme Determine author's message Summarize the text		X					X	X					X	X					X	X	X	X	X	X	X					
#3 Analyze story elements	X		X	X	X	X	X			X	X			X	X	X	X	X	X											
Craft and Structure																														
#4 Recognize author's craft Recognize intertextuality		X	X	X	X	X	X	X			X		X	X	X	X	X	X			X	X	X	X	X					
#5 Analyze text structure Infer genre Compare multiple genres	X	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X					
#6 Recognize point of view Recognize author's perspective		X						X					X						X	X	X	X	X	X	X					
Integration of Knowledge																														
#7 Connect to other representations of the topic (visual, oral)			X	X	X	X					X			X	X	X	X	X			X	X	X	X	X					
#8 (Not applicable to literature)																														
#9 Compare and contrast themes across 1 genre																														
#10 By the end of the year, read and comprehend literature in the grades 4–5 text complexity band independently and proficiently.																														

Distribution of Common Core State Standards											
Reading Standards for Information											
Days	3	4	5	11	12	37					
Key Ideas and Details											
#1 Read closely Monitor comprehension Support thinking	X	X	X	X		X					
#2 Identify main idea and details Summarize the text		X	X								
#3 Identify sequence of events Recognize cause and effect	X	X	X	X	X						
Craft and Structure											
#4 Recognize author's craft											
#5 Analyze text structure Compare/Contrast Problem/Solution Cause/Effect				X							
#6 Recognize point of view Recognize author's perspective				X							
Integration of Knowledge											
#7 Connect to other representations of the topic (visual, oral)											
#8 Explain author's use of reasons and evidence to make a point											
#9 Integrate text on 1 topic											
#10 Text complexity											

# Distribution of Common Core State Standards

Writing Standards																									
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Text Types and Purposes																									
#1 Write an opinion piece																				X					
#2 Write an expository piece												X										X			
#3 Write a narrative piece																									
Production and Distribution																									
#4 Write clearly Organize appropriately Consider task, purpose, and audience												X								X			X		
#5 Strengthen writing through the stages of the writing process																									
#6 Produce and publish writing																									
Research																									
#7 Investigate different aspects of 1 topic																									
#8 Recall information Gather information Take notes/categorize	X			X		X			X	X	X	X			X			X		X	X	X	X		X
#9 Draw evidence												X										X			
Range of Writing																									
#10 Write for an extended time																									
#10 Write for a short time												X								X		X			



# Distribution of Common Core State Standards

Writing Standards																																
Days	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51-56						
Text Types and Purposes																																
#1 Write an opinion piece																				X									X			
#2 Write an expository piece																									X			X				
#3 Write a narrative piece																																
Production and Distribution																																
#4 Write clearly Organize appropriately Consider task, purpose, and audience																				X						X			X			
#5 Strengthen writing through the stages of the writing process																													X			
#6 Produce and publish writing																													X			
Research																																
#7 Investigate different aspects of 1 topic																																
#8 Recall information Gather information Take notes/categorize					X				X	X	X		X	X	X	X	X		X	X					X				X			
#9 Draw evidence									X				X	X					X	X					X			X				
Range of Writing																																
#10 Write for an extended time																													X			
#10 Write for a short time																				X						X						

# Distribution of Common Core State Standards

Language Standards																										
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Conventions																										
#1 Follow rules of English grammar and usage																										
#2 Follow rules of English capitalization, punctuation, and spelling																										
Knowledge of Language																										
#3 Convey ideas precisely Use formal English when appropriate	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	
Vocabulary																										
#4 Monitor meaning of unknown words: Context Morphemes Reference materials	X	X			X		X	X	X	X	X		X	X	X	X			X	X	X		X		X	
									X																	
#5 Comprehend language: Figurative language Word relationships Idioms, adages, proverbs Synonyms Antonyms	X	X			X		X	X	X	X	X		X	X	X	X			X	X	X		X		X	
#6 Acquire and use grade-appropriate vocabulary in speaking and writing	X	X		X	X	X	X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	

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Chains Unit of Study

## Distribution of Common Core State Standards

Speaking and Listening Standards																									
Days	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Comprehension and Collaboration																									
<b>#1</b> Express ideas clearly Build on others' ideas Respond to questions Summarize discussions	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
<b>#2</b> Paraphrase after listening to text read aloud Paraphrase after listening to a presentation	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
<b>#3</b> Identify reasons and evidence given by speaker																									
Presentation																									
<b>#4</b> Speak clearly Speak with a good pace	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
<b>#5</b> Present with media support																									
<b>#6</b> Use formal English when appropriate to the task	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X

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Chains Unit of Study

## *Chains* Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p><b>Levels of Meaning</b> Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to freedom vs. slavery, the value of freedom, the effects of war, and the role of government. These themes are conveyed through the author's use of symbolism and metaphor.</p> <p><b>Structure</b> This narrative is told in sequential order. Each chapter title gives a date, which references the timeline of historical events. What makes the structure of this text complex is Anderson's use of primary documents at the beginning of each chapter to give credibility to the fictional story she tells. In addition, the genre historical fiction is a more complex genre than realistic fiction, requiring background knowledge and the ability to distinguish between factual information and fictional story.</p> <p><b>Language Conventionality and Clarity</b> Historical language and dialect add a greater depth to the language of this text. In addition, vocabulary used throughout the text is advanced vocabulary for fifth grade students.</p> <p><b>Knowledge Demands</b> While reading, students will need to rely on their understanding of colonial America, slavery, causes of the Revolutionary War, major events of the Revolutionary War, the Declaration of Independence, and influential people from this time period. In addition, students will need to rely on their understanding of symbolism and metaphor, including some understanding of the Biblical story of the Israelites crossing the River Jordan and its significance to American slaves.</p>	<p>The Lexile level for <i>Chains</i> is 780, based on word frequency and sentence length. This is in the upper range of the complexity band for 4<sup>th</sup>–5<sup>th</sup> grade according to the Common Core State Standards.</p> <p><b>READER TASK CONSIDERATIONS</b></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, OUTSIDE TEXT

### Instructional Read-Aloud

**Topic:** “The Original Thirteen Colonies,” by Sarah Collinge

**In this article...**the author describes the agriculture and economies of the New England, Middle, and Southern colonies.

**In this lesson...**you be modeling how readers focus on important information about each group of colonies. As students read the article, they will label and color code a map of the original thirteen colonies.

To prepare for this lesson, print and copy a blank map of the thirteen colonies, such as the one that can be found at the following web address:

[http://www.eduplace.com/ss/maps/pdf/colonies\\_nl.pdf](http://www.eduplace.com/ss/maps/pdf/colonies_nl.pdf)

Or, print and copy a labeled map of the thirteen colonies, such as the one that can be found at this web address:

<http://www.eduplace.com/ss/maps/pdf/colonies.pdf>

Students will need three different colors of crayons or colored pencils: blue for the New England colonies, yellow for the Middle colonies, and green for the Southern colonies.

After coloring the map, students can glue or tape their copies of the map into their reader’s notebooks for reference.

To prepare for this lesson, also print and copy the text “The Original Thirteen Colonies” for each student.

#### Learning Targets:

Read closely to monitor comprehension (RI 1)

- Visualize
- Infer

Show understanding of important story elements (RI 3)

- Setting

#### Connect:

*We have been learning...*

...that good readers think about what they know about the genre of a story prior to reading. Recalling what readers know about a genre will help them think about what the story will be about.

## Teach:

*Today I am going to teach you...*

...that good readers gather important information prior to reading and use that information to help them visualize the setting.

Today we will be using an outside text and map to help us think about important information about the time period in which our story takes place.

Listen as I read the outside text. Be thinking about how information presented in this text helps us understand the setting of our story. As we read, we will be using the map to locate important places.



**Begin reading “The Original Thirteen Colonies.”**

## Model:



**Stop after reading paragraph 2.**

(Model coloring and labeling the New England colonies—blue.)

Tell students that the story will begin in Newport, Rhode Island. Help them label this town on the map.

Discuss: What can we expect this area to be like based on information we learned from our text?

## Model:



**Stop after reading paragraph 3.**

(Model coloring and labeling the Middle colonies—yellow.)

Tell students that the majority of the story will take place in New York City. Help them label this city on the map.

Discuss: What can we expect this area to be like based on information we learned from our text?

## Model:



**Stop after reading paragraph 4.**

(Model coloring and labeling the Southern colonies—green.)



**Link:**

*Today and every day when you read...*

...I want you to think about the setting of the story and create a setting map to help you visualize where the story takes place.

# The Original Thirteen Colonies

Sarah Collinge

The story of the United States began with the original thirteen colonies. A colony is a region controlled by a distant country. People who came to North America from all over Europe settled in areas of land owned by Great Britain. Each colony was different from the others because each colony's inhabitants practiced their own religions, spoke their own languages, and celebrated their own customs. However, each colony was the same as the others in that they all were governed by Great Britain, their parent country.

## New England Colonies

The New England Colonies were the farthest north and were made up of Connecticut, Massachusetts, New Hampshire, and Rhode Island. The land in these colonies was used predominantly for farms, which produced corn, wheat, and potatoes. Farmers in the northern colonies also raised cattle for meat and dairy. Large-scale farming in the northern colonies looked similar to that of southern plantations, and used slave labor. Port towns were important to trade between the northern colonies and European countries. In these port towns fishing, lumbering, and shipbuilding were important jobs.

## Middle Colonies

The Middle Colonies were originally owned by the Dutch, and then were taken over by the British. These colonies included Delaware, New Jersey, New York, and Pennsylvania. These colonies became known as the "breadbasket colonies" because they grew wheat and used mills to crush grain into flour that was then baked into bread. Here, slaves were used as laborers on farms and in mills. Large port towns also made fishing, lumbering, shipbuilding, and ironworks popular. Urban slaves in port towns like New York City tended to the household needs of wealthy merchants. The major port city of New York became important not only to European trade, but also as the location of the arrival of the British Fleet during the Revolutionary War. Therefore it was a political and military center.

## Southern Colonies

The Southern Colonies included Maryland, Virginia, North Carolina, South Carolina, and Georgia. These colonies made large profits from cash crops such as tobacco, indigo, and rice. Large plantations were large farms that resembled villages. Slaves were used for planting and harvesting the crops.

## Resources:

Colonial Williamsburg. Introduction to colonial African American life. Online article retrieved on 1/2/2012 from <http://www.history.org/almanack/people/african/aaintro.cfm>.

Dirksen Congressional Center. (2008). The original thirteen colonies. Online article retrieved on 1/2/2012 from [http://congressforkids.net/Independence\\_thirteencolonies.htm](http://congressforkids.net/Independence_thirteencolonies.htm).

Harper, D. (2003). Slavery in the North. Online article retrieved on 1/2/2012 from <http://www.slavenorth.com/slavenorth.htm>

Permission to reprint this article granted by Sarah Collinge, author.

## Instructional Read-Aloud

**Topic:** “Overview of the American Revolution,” by Sarah Collinge

**In this article...**the author describes British control of the thirteen colonies and the unrest that occurred after the French and Indian War, when Great Britain began taxing the colonies. Students will learn the terms “Loyalist” and “Patriot.”

**In this lesson...**you be modeling how readers focus on gathering important information while reading. You will model keeping a list of the important events as you read the article. You will teach students that sometimes readers use outside sources to help them build background knowledge about a topic before reading. You will be modeling how to use an outside text to help you visualize the time period in which the story takes place. Students will use this article to activate their background knowledge about this time period.

Prior to teaching this lesson, you will want to photocopy the outside text for all students. In addition, you will need to copy the timeline titled “Revolutionary War Timeline.” Students will need to glue or tape this into their reader’s notebooks for reference during this lesson and future lessons.

### Learning Targets:

Read closely to monitor comprehension (RI 1)

- Visualize
- Infer

Recognize main idea and detail (RI 2)

Show understanding of important story elements (RI 3)

- Setting
- Plot—problem

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers identify important information and use that information to help them build background knowledge about a topic prior to reading.

## Teach:

*Today I am going to teach you...*

...that good readers gather important information prior to reading from additional resources. Good readers use a variety of resources to help them build background knowledge about the time period in which the story takes place.

Watch me as I model how I recognize important events that occurred during the time our story takes place.

Notice how I keep track of these important events so that I can use them as a reference tool when I start reading our story.

Today we will be using this stem for turn and talk:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

Open up your reader's notebooks to a clean page and title it **Important Events of the Revolution**. As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.



**Begin reading "Overview of the American Revolution."**

## Model:



**Stop after:** "By the 1700s there were almost two million people living in the British colonies." (paragraph 2)

**When the article said** that there were almost two million people living in the colonies, **I was thinking this was important because** that is a lot of people to be living in an area controlled by a distant country. I think it will be hard for Great Britain to rule over so many people living so far away.

(Model adding this to the important events list.)

### Guided Practice:



**Stop after:** “These citizens, known as Loyalists or Tories, did not desire to form their own country and stayed loyal to the British king.” (paragraph 3)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model adding “Great Britain provided military protection during the French and Indian War, 1754–1763” to the important events list.)

### Guided Practice:



**Stop after:** “Patriots were also known as ‘rebels’ because they went against the laws of the King.” (paragraph 4)

What did you think was important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model adding “The colonies were taxed by Great Britain” and “Some colonists desired freedom from British taxes and control” to the important events list.)

### Guided Practice:



**Stop after:** “They formed their own militia—trained soldiers called Minutemen.” (paragraph 5)

What events did you think were important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model adding “King George III sent British soldiers to the colonies” and “Colonists prepared to fight Great Britain” to the important events list.)

## Guided Practice:



**Stop after:** “Thirty thousand British troops were sent to New York Harbor, and the violent battle waged on.” (paragraph 7)

What events did you think were important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model adding “The First Continental Congress declared independence” and “Great Britain did not agree to give colonists their freedom” to the important events list.)

## Guided Practice:



**Stop after:** “The declaration did not free slaves—slaves would continue to fight for their freedoms even after the Revolutionary War ended in 1783.”

What event did you think was important here?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_.

(Model adding “The United States became an independent nation at the end of the war in 1783” to the important events list.)

## Model:

Please open up to the “Revolutionary War Timeline.” Let’s look at how the events described in the article compare to the events listed on our timeline.

(Model matching the events from the article to the timeline.)

## Stretch It (Optional):

Respond to the statement, “Despite their dedication, the freedoms outlined in the Declaration of Independence were not meant for them. The declaration did not free slaves...”

## Link:

*Today and every day when you read...*

...I want you to think about the time in which the story takes place and use outside sources if necessary to help you build your background knowledge about the time period.

# Overview of the American Revolution

Sarah Collinge

Before our country became known as the United States, it was divided into thirteen original colonies owned by Great Britain. This land, though owned by Great Britain, was known for the freedoms it offered—the freedom to worship, the freedom to own land, and the freedom to work.

By the 1700s, many people had come to the colonies from countries such as Great Britain, Germany, France, Holland, and Sweden. By the 1700s there were almost two million people living in the British colonies.

Many people living in the colonies were happy to be British subjects. Great Britain offered the colonists military protection and had already come to the aid of the colonists during the French and Indian War of 1754–1763. These citizens, known as Loyalists or Tories, did not desire to form their own country and stayed loyal to the British king.

Other colonists desired freedom from Great Britain. After the French and Indian War, Great Britain needed money to pay war debts. British Parliament began to tax the colonies. The colonists were not allowed to vote on these taxes. Some colonists thought this was unfair. They began to call themselves Patriots—a name describing people who love their country enough to fight for it. Patriots were also known “rebels” because they went against the laws of the King.

Due to the rebellion, King George III sent British soldiers to the colonies. This made colonists angry. They did not want British soldiers living in their homes and guarding their cities. Colonists began to prepare to fight. They formed their own militia—trained soldiers called Minutemen.

Delegates from each colony formed the First Continental Congress, and appointed George Washington to lead the colonial army. These 56 delegates wanted the colonies to become independent from Great Britain. They decided to declare independence from Great Britain in a formal document known as the Declaration of Independence. Signed by all the delegates on July 4, 1776, the Declaration of Independence declared, “all men are created equal.”

Despite the inspiring declaration, Great Britain did not agree to give colonists their freedom. Thirty thousand British troops were sent to New York Harbor, and the violent battle waged on.

Slaves and Native Americans joined the fight. They each had their own beliefs about freedom and citizenship—they chose sides based on whom they thought would be most fair to their people. Some fought with the Loyalists, others with the Patriots. Despite their dedication, the freedoms outlined in the Declaration of Independence were not meant for them. The declaration did not free slaves—slaves would continue to fight for their freedoms even after the Revolutionary War ended in 1783.

## Resources:

Liberty Kids. (2004). The Revolutionary War: What were we fighting about? Online article retrieved on 1/2/2012 from <http://libertyskids.com>

Ennis, E., Johnson, S., Evans, J., & Evans, M. (2008). History pockets: The American Revolution. Monterey, CA: Evan-Moor Corp.

Osborne, M. P., & Boyce, N. P. (2005). American Revolution. New York, NY: Scholastic.

Permission to reprint article granted by Sarah Collinge, author.



The following list is an example of what your co-created list *might* look like:

## Important Events of the Revolution:

1. Almost 2 million people lived in the colonies (1700)
2. Great Britain provided military protection during the French and Indian War, 1754-1763.
3. The colonies were taxed by Great Britain.
4. Some colonists desired freedom from British taxes and control
5. King George III sent British soldiers to the colonies.
6. Colonists prepared to fight Great Britain
7. The First Continental Congress declared independence
8. Great Britain did not agree to give colonists their freedom
9. The U.S. became an independent nation at the end of the war in 1783.



## Revolutionary War Timeline

<b>1763</b> End of the French and Indian War	<b>1776</b>  <b>(January)</b> Thomas Paine Publishes Common Sense  <b>(July)</b> Declaration of Independence  <b>(August)</b> Arrival of British Troops in New York Harbor  <b>(September)</b> British Occupy New York  <b>(November)</b> British Capture Fort Washington, New York  <b>(December)</b> Washington Crosses the Delaware	Notes:
<b>1764</b> Sugar Act		
<b>1765</b> Stamp Act		
<b>1767</b> Townshend Acts		
<b>1770</b> Boston Massacre		
<b>1773</b> Boston Tea Party		
<b>1774</b> First Continental Congress		
<b>1775</b> <b>(April)</b> Battle at Lexington and Concord  <b>(May)</b> Second Continental Congress  <b>(June)</b> George Washington Named Commander-in-Chief of the Continental Army  Battle of Bunker Hill		

## Instructional Read-Aloud

**In this chapter...** Old Ben, Pastor Weeks, Ruth, Isabel, and Mr. Robert Finch travel together to the graveyard to bury the coffin of Miss Mary Finch (Isabel and Ruth's white owner). Miss Mary's nephew Mr. Robert Finch, her only living relation, moved in a few weeks before her death, while she was sick. Now that she's dead, he is rushing the burial and taking over the farm and her money. Isabel runs ahead to try to talk to the ghost of her mother, who died of smallpox when both she and the girls caught it a year ago. Isabel tells her mother that the day she promised is here and asks her Momma, "Where do you want us to go? What should we do?" but gets no answer.

**In this lesson...** you will model how good readers keep track of important characters while reading. The author does not reveal much about the characters in this chapter. You will be modeling how readers use clues in the story to infer the relationship, character traits, and circumstances of characters.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer character traits
- Visualize

Show understanding of story elements (RL 3)

- Character

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers think about what they know about the topic to help them understand the story better.

## Teach:

*Today I am going to teach you...*

...that good readers use comprehension strategies to identify important characters and infer character traits. We know that when we read historical fiction, the main characters will be fictional, but they will be based on people of that time period. You are each going to make a character list in your reader's notebook as we read chapter 1. This character list will focus on listing important characters and information we learn about them. The character list will be a tool that we will use while reading this book; it will help us improve our comprehension when we are confused. In chapter 1, the author does not directly give a lot of information about the characters. We will have to pay attention to subtle clues and use these clues to infer relationships between characters and character traits.

Watch me as I model how I think about who the important characters are as I'm reading.

Notice how I use clues in the story to help me think about the relationships between these characters and each character's traits.

Today we will be using this stem for turn and talk:

When the book said\_\_\_\_\_, I thought this was an important detail because\_\_\_\_\_. This makes me think \_\_\_\_\_.

Open your reader's notebooks and title a clean page **Character List**. As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.



**Begin reading chapter 1 of *Chains*, starting on page 3.**

## Model:



**Stop after:** “I ran as fast as I could.” (p. 4)

In this first part of our story, the author introduces us to several fictional characters. Please place the words “Fictional Characters” at the top of your character list. Let’s think about the fictional characters we’ve met in this section of the text.

We know that the main character of our story is Isabel, based on information in the blurb. We also know that she is 13 years old.

Discuss: What else do we know about Isabel?

(Model adding Isabel and information about Isabel to the character list.)

We also know that Isabel has a sister named Ruth. Let’s add Ruth to our character list.

(Model adding Ruth to the character list.)

The author introduced us to several more characters in this section of the text. The first character we met was Pastor Weeks—the man who will be helping bury Miss Mary Finch. Even though Miss Mary Finch is dead, I think she is an important character to the plot of the story.

**When the book said** that they were burying Miss Mary Finch, **I thought this was an important detail because** Miss Mary Finch must be Isabel’s owner. **This makes me think** that Isabel will have a new owner now, Miss Finch’s only living relative, Mr. Robert Finch. It sounds like he is a greedy man, because he took Ms. Finch’s money before she even died.

(Model adding this thinking and any other important details to the character list.)

## Guided Practice:



**Stop after:** “It took Momma home to Our Maker.” (p. 5)

What did you learn about Isabel’s Momma in this part of the text?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This makes me think \_\_\_\_\_.

(Model adding this thinking and any other important details to the character list.)

## Guided Practice:



**Stop after:** “Go pray for her that owned you girl.” (p. 7)

In this part of the text, we learn a little bit about the main character, Isabel. Based on her actions, words, and feelings, what can you infer about Isabel?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I thought this was an important detail because \_\_\_\_\_. This makes me think \_\_\_\_\_.

(Model adding this thinking and any other important details to the character list.)

## Link:

*Today and every day when you read...*

...I want you to think about what you know about important characters in order to make a character list for monitoring comprehension.

The following list is a sample showing what your co-created list *might* look like:

## Character List

### Fictional Characters

Isabel : 13, believes in ghosts, slave

Ruth : Isabel's younger sister, sucks her thumb, slave

Miss Mary Finch : Isabel & Ruth's owner (dead)

Mr. Robert Finch : Mary Finch's nephew  
Greedy

Momma (Dinah) : Died of smallpox  
Her ghost guides Isabel  
Buried in Rhode Island

## Mini-Lesson

**Vocabulary Routine:** *monarchy* vs. *democracy* (L 4, 5)

The word *monarchy* is made up of the Greek combining forms ‘mon,’ meaning *one*, and ‘archy,’ meaning *govern or rule*.

The word *democracy* is made up of the Greek form ‘demo,’ meaning *common people*, and the Greek form ‘cracy,’ meaning *to govern or to rule*.

## Instructional Read-Aloud

**Topic:** “Loyalists vs. Patriots,” by Sarah Collinge

**In this article...**the author explains that the Revolutionary War was in many ways a civil war in which a nation’s people were divided by their differing viewpoints. Students will learn who the Loyalists and Patriots were and what they believed.

**In this lesson...**you be modeling how readers think about the similarities and differences between two groups of people—the Loyalists and the Patriots.

To prepare for this lesson, photocopy the article “Loyalists vs. Patriots” for each student. Also, make sure students have two colors of highlighters, pens, or colored pencils for highlighting or underlining text (I suggest RED for Loyalists and BLUE for Patriots).

### Learning Targets:

Read closely to monitor comprehension (RI 1)

Show understanding of important story elements (RI 3)

- Character

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

Compare and contrast (RI 6)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

## Connect:

*We have been learning...*

...that good readers keep track of important characters while reading. When reading historical fiction, we know that the main characters will be fictional characters who are believable because they are based on real people from that time period. Therefore, as we read historical fiction, we can expect the author to reveal information about groups of people from the time period. Already, Laurie Halse Anderson has revealed information about white people and slaves, and Loyalists and Patriots.

We have also been learning that good readers focus on the problems and events of the time period and use outside text to help them understand the time period better.

## Teach:

*Today I am going to teach you...*

...that good readers use outside text to understand the events presented in a historical fiction novel. Today we will be reading a nonfiction article titled “Loyalist vs. Patriot” to help us understand the conflict of the Revolutionary War.

Watch me as I model how I look for similarities and differences between the Loyalists and Patriots as I read.

Notice how I consider how Mr. Lockton from the book *Chains* fits the description of a Loyalist.

As we read the article today, we will be highlighting important information.

Today we will be using this stem for turn and talk:

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.



**Begin reading “Loyalists vs. Patriots.”**

## Model:



**Stop after:** “...and those people who desired independence from Great Britain (the Patriots).” (paragraph 1)

**When the article said** the Loyalists wanted to remain loyal to Great Britain, and the Patriots desired independence, **I thought this was important because** it explains how the Loyalists and Patriots were different. **This makes me think** that the Loyalists and Patriots disagreed with one another.

Let’s highlight the definition of a Loyalist in RED and the definition of a Patriot in BLUE.

(Model highlighting important information.)



## Model:



**Stop after:** “However, the way each group chose to respond to this injustice was very different.” (paragraph 2)

**When the article said** both groups of people didn’t like the way the British government was taxing the colonies, **I thought this was important because** it explains how the Loyalists and Patriots were similar. **This makes me think** that both groups were trying to solve this problem, just in different ways.

Let’s highlight this commonality using both colors to show that this is a way in which the Loyalists and Patriots were alike.

(Model highlighting important information.)

Now we are going to read about the differences between the Loyalists and the Patriots. Let’s begin by reading the left column, titled **Loyalists**. We will be highlighting important information about the Loyalists in RED.

## Guided Practice:



**Stop after:** “Loyalists felt it was to their advantage to be part of this large empire.” (paragraph 2 under Loyalists)

What important details did you learn about the Loyalists?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model highlighting this important information in RED.)

## Guided Practice:



**Stop after:** “Others joined the British soldiers in war.” (paragraph 3 under Loyalists)

What important details did you learn about the Loyalists?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model highlighting this important information in RED.)

Now we are going to read the right column, titled **Patriots**. We will be highlighting important information about the Patriots in BLUE.

## Guided Practice:



**Stop after:** "...government that is powered by the common people through elected representatives." (paragraph 1 under **Patriots**)

What important details did you learn about the Patriots?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model highlighting this important information in BLUE.)

## Guided Practice:



**Stop after:** "...representatives from each of the colonies who drafted the Declaration of Independence."

What important details did you learn about the Patriots?

Turn and talk to your partners using this stem:

When the article said \_\_\_\_\_, I thought this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model highlighting this important information in BLUE.)

## Link:

*Today and every day when you read...*

...I want you to think about the similarities and differences between groups of people in history.

## Loyalists vs. Patriots

By Sarah Collinge

We usually think of the Revolutionary War as a war between two nations—the U.S. and Great Britain. In many ways the Revolutionary War was a civil war between citizens of a divided nation. The fight during the Revolutionary War was between those people who remained loyal to Great Britain (the Loyalists) and those people who desired independence from Great Britain (the Patriots). In many cases, towns and even individual families were divided by their beliefs. (New York City was an example of a divided city, with half of its population made up of Loyalists and the other half of Patriots.) Many American Loyalists and American Patriots fought against one another—even father against son, as in the case of Benjamin Franklin and his son William Franklin.

The Loyalists and Patriots did have one thing in common—both groups criticized the way Great Britain was taxing the colonists even though the colonists were not represented in Parliament. Their motto became, “No taxation without representation.” However, the way each group chose to respond to this injustice was very different.

Loyalists	Patriots
<p>The Loyalists believed that violence against Great Britain would have a negative impact on the economy of the colonies. At this time, the colonies relied on British trade, and Loyalists believed that they needed Great Britain for economic profit.</p> <p>The majority of Loyalists were shopkeepers and merchants (people who traded their goods with other countries). At the time, Britain was the most powerful nation in the world. Loyalists felt it was to their advantage to be part of this large empire.</p> <p>Those who remained loyal to the King put their homes and lives at risk. Loyalists were arrested, suffered harassment, had their property stolen, and were violently attacked. Many loyalists fled the colonies during the revolution to avoid these risks. Others joined the British soldiers in war.</p>	<p>The Patriots did not believe in monarchy—a form of government that gives power to a single person, king or queen. They believed in democracy—government that is powered by the common people through elected representatives.</p> <p>After Great Britain placed taxes on the colonies, they rebelled against British control. They began to protest against British taxes and form their own militia—an army of ordinary citizens.</p> <p>They also formed several groups that protested British rule.</p> <ul style="list-style-type: none"><li>• <b>The Sons of Liberty</b>—This group printed newspapers and advertisements encouraging people to rebel against British control.</li><li>• <b>The Daughters of Liberty</b>—These women made their own fabric and tea in order to prove the colonies could survive without British goods.</li><li>• <b>The First Continental Congress</b>—This congress, which included representatives from each of the colonies, drafted the Declaration of Independence.</li></ul>

**Resources:**

Ennis, E., Johnson, S., Evans, J., & Evans, M. (2008). History pockets: The American Revolution. Monterey, CA: Evan-Moor Corp.

U.S. Department of State. Loyalists during the American Revolution. In United States History. Retrieved on January 12, 2012, from <http://countrystudies.us/united-states/history-33.htm>.

ushistory.org. (2012). The Loyalists. In U.S. History Online Textbook. Retrieved on January 12, 2012, from <http://www.ushistory.org/us/13c.asp>.

Permission to reprint article granted by Sarah Collinge, author.

## DAY 12, CONTRAST WRITING

### Mini-Lesson

**In this lesson...**students will be drawing a conclusion that Loyalists' and Patriots' beliefs were more different than alike. The outside text they highlighted on day 11, "Loyalists vs. Patriots," will support them in this work. They will then craft an informal writing piece that organizes evidence that supports this conclusion.

#### Learning Targets:

Analyze story elements (RI 3)

- Character

Compare and contrast (RI 9)

Write an expository piece (W 2)

- Contrast writing

Write clearly and coherently according to task (W 4)

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

Write within a short time period (W 10)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

...that good readers consider how two groups of people are similar or different. Yesterday we compared the Loyalists and the Patriots. You highlighted important information in the text we read that showed how these groups of people were both alike and different.

## Teach:

*Today I am going to teach you...*

...that good readers draw a conclusion. They state whether those groups of people that are being compared are more alike or more different. Then, they prove their thinking in writing. Doing this helps readers think more deeply about a text and synthesize thinking.

Today you will be writing a short contrast essay. You will be using information from the article we read in the last lesson to prove that the Loyalists and Patriots were more different than alike.

Open up your reader's notebooks and title a clean page **Contrast Writing**. This is a piece of writing that will be graded. Therefore, you will want to do your best work, making sure your writing looks like fifth-grade writing.

### Introduce the Contrast Writing Frame.

(Begin by modeling how to write the introduction sentence. For example, "Both the Loyalists and the Patriots believed in 'No taxation without representation,' but overall these two groups were very different.")

(This writing should be organized slightly differently than similar writing that students may have done in other units of study. For this piece of writing, I suggest a body paragraph focused on describing Loyalists and a second body paragraph describing Patriots. To scaffold students as they use this new format, I suggest modeling the first sentence of each body paragraph and then releasing students to independence as they support these introductory sentences with examples from the text. In addition, the transition I suggest for the second body paragraph, "The Patriots, on the other hand," will likely be a new strategy for fifth-grade writers.)

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to student writing using the stem:

I agree with you because \_\_\_\_\_, OR

I disagree with you because \_\_\_\_\_.)

## Contrast Frame

<b>Introduction Sentence</b>	If the two things are <b>more different</b> than alike, begin by saying: _____ and _____ both _____, <i>but overall they are very different.</i>
<b>Body</b>	In the first body paragraph, describe a Loyalist. In the second body paragraph, describe a Patriot.  Use transition words such as: <i>First, second, third,</i> <i>One way, another way, also,</i> <i>First, also, in addition,</i>
<b>Conclusion</b>	Restate your thinking.  Start with one of the following phrases: <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>

## Contrast Writing (Sample):

Both the Loyalists and the Patriots believed in “No taxation without representation”, but overall these two groups were very different.

First, the Loyalists were the people who remained loyal to the British king. They relied on trading their goods with Great Britain. They wanted to solve problems with Great Britain in peaceful ways. They put their lives at risk for their country. Some were arrested, had things stolen from them, or were attacked. Many Loyalists fled during the revolution.

The Patriots, on the other hand, did not believe that a king should be in power. They rebelled against British taxes and formed a militia. They wrote the Declaration of Independence and started a war with Great Britain.

As you can see, the Loyalists and Patriots were two very different groups of people, with different beliefs.

## DAY 20, PROBLEM/SOLUTION/OPINION WRITING

### Mini-Lesson

**In this lesson...**students will be naming the problem and Isabel's solution to the problem. Students will evaluate the solution, considering whether they think Isabel made the right choice of how to solve her problem. Text evidence will be used to support their thinking.

Students will be using the problem/solution/opinion frame to organize their writing. Students will compose this informal writing piece in their reader's notebooks. If students have participated in units 5.1 and 5.2, they will be able to conduct this writing in collaboration with a partner or independently. Students should be expected to produce quality work.

#### Learning Targets:

Analyze story elements (RL 3)

- Plot—problem/solution

Evaluate a character's actions; distinguish own point of view (RL 6)

- Opinion

Write an opinion piece (W 1)

- Problem/solution/opinion

Write clearly and coherently according to task (W 4)

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

Write within a short time period (W 10)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)



## Connect:

*We have been learning...*

...that good readers look for the problems in the story and recognize how the main character chooses to solve those problems.

Yesterday we learned that the major problem Isabel faces is the fear that she and her sister will be punished and beaten by their masters. Isabel chooses to solve the problem by being an informant for the Patriots. She tells Curzon about the Loyalists' plan to bribe the Patriots, and he agrees to pass the message on to Mr. Bellingham.

## Teach:

*Today I am going to teach you...*

...that good readers write about their thinking in order to develop their thoughts and increase their comprehension of text.

Today you will be writing a short problem/solution/opinion essay. You will be evaluating the decision Isabel made. You will consider whether you think it was a good decision to become an informant, or a bad decision. In addition, you will use text evidence to support your thinking.

Open up your reader's notebooks and title a clean page **Problem/Solution/Opinion Writing**. This is a piece of writing that will be graded. Therefore, you will want to do your best work, making sure your writing looks like fifth-grade writing.

**Introduce the Problem/Solution/Opinion Frame.**

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to student writing using the stem:

I agree with you because \_\_\_\_\_, OR

I disagree with you because \_\_\_\_\_.)

## Problem/Solution/Opinion Frame:

Introduction Sentences	State the problem and the solution.  Tell whether you agree or disagree with the solution.
Body	Give strong evidence that supports your opinion.  (Evidence should come from the text.)
Conclusion	Restate your thinking.  Start with one of the following phrases: <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>

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

## Problem/Solution/Opinion Writing (Sample):

Isabel is a slave whose master is a Loyalist during the time of the American Revolution. Every day she lives in fear that she or her sister will be beat by their master. She knows the only way to escape her life is to prove that she is free. She decides to become an informant for the Patriots, with the hope of being granted her freedom. I think Isabel has made a good decision for many reasons.

First, slaves during this time period could not defend themselves. There were no laws to protect slaves. The only way Isabel can solve her problem is to get her freedom.

Second, Ruth's mother and father are both dead, so Isabel is the only one who can protect her. Ruth is just a young girl who still sucks her thumb. I think Isabel is being very brave to try to protect her sister.

Last, I think Isabel can trust Curzon and the Patriots. I think they will help Isabel find the lawyer with the papers that say she and Ruth are free.

In conclusion, I think Isabel is a very brave girl who is just trying to get the freedom she deserves. I predict the Patriots will help her.

## DAY 22, RETELL SUMMARY WRITING

### Mini-Lesson

**In this lesson...**students will be synthesizing their understanding of the first quadrant of the text by writing a summary. Students who have participated in units 5.1 and 5.2 will most likely be ready to complete the assignment in collaborative partnerships or independently. Students should be expected to produce quality work.

#### Learning Targets:

Summarize the text (RL 2)

Show understanding of story elements (RL 3)

- Character
- Setting
- Plot

Write an expository piece (W 2)

- Retell summary

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)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

...that good readers read slowly at the beginning of the book in order to make sure they understand all the story elements, including character, setting, and plot.

## Teach:

*Today I am going to teach you...*

...that good readers write a retell summary of the first quadrant of the book in order to monitor their comprehension. When we summarize, we think about the most important events and details from the story. The process of summarizing helps us recognize when we are confused so that we can go back and clear up that confusion.

Today you will be writing a summary of the first quadrant of *Chains*. You will be using a summary frame to organize the events from the book.

You have already started organizing your thinking about which events are important in our book. Please find your copies of the important events list and the problems list in your reader's notebooks. Please read through these lists in order to help you recall the events of the story so far. You will be using these lists to help you write your retell summary. Remember, you will want to put the events in your own words, adding some details about these events.

Open up your reader's notebooks and title a clean page **Retell Summary**. This is a piece of writing that will be graded. Therefore, you will want to do your best work, making sure your writing looks like fifth-grade writing.

### Introduce the Retell Summary Frame.

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to students' concluding thoughts from their writing by using the stem:

I agree with you because \_\_\_\_\_, OR

I disagree with you because \_\_\_\_\_.)

## Retell Summary Frame

Introduction Sentence	<p><i>The first quadrant of the book _____, by _____, tells _____.</i></p> <p>This sentence should broadly tell what the first quadrant of the book is about. This is a one-sentence sum-up.</p>
Body	<p>Describe the most important events from the first quadrant of the book. Include <b>some</b> detail.</p> <p>Use transition words such as:</p> <p><i>First, next, then, finally,</i>  <i>First, next, after that, in the end,</i>  <i>In the beginning, then, after that, finally,</i></p>
Conclusion	<p>Describe your thinking about the book. This could be a prediction about what will happen next, an inference about the theme, or a judgment.</p> <p>Use concluding words such as:</p> <p><i>In conclusion,</i>  <i>All in all,</i>  <i>As you can see,</i>  <i>It is true,</i>  <i>I am thinking,</i>  <i>I predict,</i></p>

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

### Retell Summary (Sample):

The first quadrant of the book *Chains*, by Laurie Halse Anderson, tells about a slave girl named Isabel who is trying to gain freedom for herself and her younger sister, Ruth, during the time of the American Revolution.

In the beginning of the story, Isabel and Ruth are supposed to be freed after their master dies, but they have no proof. Isabel and Ruth are sold to the Locktons and move to New York City.

When Isabel and Ruth arrive in New York, they learn that Mr. Lockton is a Loyalist and the Patriots want to arrest him. A young slave boy named Curzon asks Isabel to become an informant for the Patriots in exchange for her freedom. Mrs. Lockton is not a nice person. She hits Isabel and beats Ruth.

Finally, Isabel tells Curzon about the Loyalists' plan to bribe the Patriots. Mr. Bellingham and the Patriot soldiers come to the Locktons' house and take lead from the windows. They look for the bribe money, but they can't find it. In the end, the Patriots arrest Mr. Lockton for being a Loyalist.

Will Isabel and Ruth be freed? I don't think so, but I can't wait to find out!

## Instructional Read-Aloud

**In this chapter...** Isabel is sent into Mr. Lockton's study to serve him and his guests, "Goldbuttons" and the mayor. While there, she hears them discussing the Loyalist plans to kill George Washington, general of the Continental Army. The mayor says that there is a man who is in Washington's camp who is secretly loyal to the King and who, for a large price, will kill George Washington for the Loyalists. Mr. Lockton is hesitant, and before he agrees to this dangerous plot, he makes the mayor write down the names of all the conspirators, including himself, so that if Lockton gets caught the Loyalists will have no choice but to come to his aid.

**In this lesson...** you will be modeling how readers make predictions based on evidence in the text. You will help students use their background knowledge to help them make predictions.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Predict

Analyze story elements (RL 3)

- Plot

Analyze author's craft (RL 4)

- Use of primary documents

Examine the importance of text structure (RL 5)

Draw on information from multiple sources (RL 7)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers think about the mood of the story and use the mood to help them make predictions.

## Teach:

*Today I am going to teach you...*

...that good readers use text evidence to help them predict what is going to happen next.

Watch me as I model how I think about what I know and use that knowledge to help me make predictions.

Notice how I use clues in the text to help me think about what is going to happen next.

Today we are going to use this stem for turn and talk:

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

**Read the opening quote on page 85, taken from a letter written by Congressional Delegate Abraham Clark to Elias Dayton.**

This quote reminds us how determined the Patriots were to fight for their freedom. They were willing to die for their freedom.



**Begin reading chapter 14 of *Chains*, starting on page 85.**

## Model:



**Stop after:** “He stepped out of the way so that I might enter.” (p. 87)

**When the book said** Isabel was going to serve Mr. Lockton and his guests, **I made a prediction.**  
**I was thinking** Isabel will hear new information that she can share with Curzon.

## Guided Practice:



**Stop after:** “This was not idle prattle about Congress. I stood still as possible.” (p. 89)

What are you predicting?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

## Guided Practice:



**Stop after:** “ ‘Planning ahead is my strength,’ Lockton said. ‘Do not forget your own name, Sir.’ ” (p. 91)

What are you predicting?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

## Guided Practice:



**Stop after:** “I dropped the bottle and ran.” (p. 92)

What are you predicting?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I made a prediction. I was thinking \_\_\_\_\_.

## Model:

Today as we read, I noticed that Isabel referred to herself as a “bookcase” and “a piece of furniture.” Please open up your reader’s notebooks to the page titled **White People’s Opinion of Slaves**, and add this information to the chart.

(Model adding new information to the chart.)

## Link:

*Today and every day when you read...*

...I want you to stop and make predictions based on evidence from the text.



The following chart is an example of what your co-created chart *might* look like:

White People's Opinion of Slaves	
Madam Lockton Slaves are not people	Lady Seymour Slaves are people
<ul style="list-style-type: none"><li>• toy (p.51)</li><li>• doll (p.50)</li><li>• puppet (p.51)</li><li>• firewood (p.51)</li><li>• carved statue (p.56)</li><li>• wordless (p.58)</li><li>• bookcase (p.89)</li><li>• piece of furniture (p.89)</li></ul>	<ul style="list-style-type: none"><li>• have a name (identity) (p.76)</li><li>• have basic needs (p.76)</li><li>• have a voice (p.77)</li></ul>

## Mini-Lesson

**Vocabulary Routine:** *conceal* (L 4, 5)

The Latin root ‘ceal’ means *to hide*, and prefixes in the chameleon prefix family of ‘con,’ ‘com,’ and ‘col’ mean *together*.

## Instructional Read-Aloud

**In this chapter...** Isabel is shaken that Madam wants to sell Ruth and decides that the only way for them to stay together is for them to get away from the Locktons. She decides that for this to happen she must steal the list with the names of the conspirators away from Mr. Lockton and give it to the army. She sneaks the list from his desk late at night and runs down to the camp to deliver it to Mr. Regan. Mr. Regan calls in some other officers, and they discuss the list, and although some are skeptical, Mr. Regan says that the list confirms reports that they had heard from spies earlier in the day. He tells Isabel to put the list back in Mr. Lockton’s desk and come back if she hears any new information.

**In this lesson...** you will be modeling how readers focus on the main character when reading historical fiction. You will model how focusing on Isabel’s actions, words, and feelings helps the reader to understand her character better. You will continue to model using a chart to organize Isabel’s character traits.

### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer
- Predict

Show understanding of important story elements (RL 3)

- Character
- Plot—problem

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

- Historical fiction

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

### Connect:

*We have been learning...*

...that good readers focus on the main character when reading historical fiction.

## Teach:

*Today I am going to teach you...*

...that good readers continue to infer character traits by focusing on the main character's actions, words, and feelings.

Watch me as I model how I focus on Isabel's actions, words, and feelings.

Notice how I use details in the text to help me infer Isabel's character.

Today we will be using this stem for turn and talk:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

Open up your reader's notebook to the page titled **Isabel**. As we work together to add to this list on the easel, you will each copy down the information onto the list in your own reader's notebook.



**Begin reading chapter 16 of *Chains*, starting on page 98 where it says, "The moon was my friend."**

## Model:



**Stop after:** "I said a quick prayer of thanks to the singing woman for her help." (p. 99)

**When the book said** that Isabel had to hide from the soldiers, **I was thinking this was important because** it reminds me that Isabel could be arrested for being out without a pass. **This helps me understand** how much Isabel is risking her own life to prevent being separated from Ruth.

(Model adding any new information to the T-chart.)

## Guided Practice:



**Stop after:** "Tell me all." (p. 103)

What can you infer about Isabel based on her actions, words, and feelings?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding any new information to the T-chart.)

## Guided Practice:



**Stop after:** “I never forget a thing. Sir.” (p. 104)

What can you infer about Isabel based on her actions, words, and feelings?

Turn and talk to your partners using this stem:

When the book said \_\_\_\_\_, I was thinking this was important because \_\_\_\_\_. This helps me understand \_\_\_\_\_.

(Model adding this thinking to the T-chart.)

## Link:

*Today and every day when you read...*

...I want you to focus on the main character's actions, words, and feelings in order to understand the main character better and determine his or her character traits.

The following chart is a sample of what your co-created chart *might* look like:

<u>Isabel</u>	
<u>Actions/Words/Feelings</u>	<u>Traits</u>
<ul style="list-style-type: none"><li>• Isabel throws herself on top of Ruth to protect her from being beaten by a broom</li></ul>	<ul style="list-style-type: none"><li>• Loves Ruth</li><li>• Will do anything to protect Ruth from harm</li></ul>
<ul style="list-style-type: none"><li>• Isabel defends Ruth</li></ul>	<ul style="list-style-type: none"><li>• Loyal to Ruth</li></ul>
<ul style="list-style-type: none"><li>• Isabel continues to be an informant for the Patriots</li></ul>	<ul style="list-style-type: none"><li>• Brave</li><li>• Determined</li><li>• Takes risks<ul style="list-style-type: none"><li>- Risks her life</li></ul></li></ul>
<ul style="list-style-type: none"><li>• Isabel swears on her life to keep the Patriot's Secret</li></ul>	

## Mini-Lesson

**Topic:** “Crossing the River Jordan,” by Sarah Collinge

**In this lesson...**you will model how readers think about the author’s craft in order to understand the story better. Throughout the book, Laurie Halse Anderson draws the reader’s attention to the River Jordan. You will help readers consider how the River Jordan is used as a metaphor throughout literature and the African American culture. Crossing the River Jordan is like crossing over from the land of bondage and slavery to the land of freedom and deliverance. Crossing the River Jordan is the final step from the land of promise to the land of fulfillment.

You will begin this lesson by building students’ background knowledge of the term *River Jordan*. Students will read the outside text titled “Crossing the River Jordan.” At the conclusion of the lesson, students will watch a short video clip that is an excerpt of Martin Luther King’s last speech. (The video clip can be found at <http://www.youtube.com/watch?v=o0FiCxZKuv8>.) Students will consider Anderson’s message in the context of the speech.

Students will consider how the outside text and the speech are helping them understand the theme of *Chains*.

To prepare for this lesson, make a copy of the article titled “Crossing the River Jordan” for each student.

## **Learning Targets:**

Read closely to monitor comprehension (RI 1)

- Infer

Show understanding of theme (RI 2)

Analyze author's craft (RI 4)

- Metaphor

Analyze the meaning of lines within literature (RI 5)

Examine the importance of text structure (RI 5)

Consider the author's perspective (RI 6)

Analyze multimedia elements (RI 7)

Compare and contrast (RI 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

## **Connect:**

*We have been learning...*

...that good readers use key repeated words and details in the text to help them identify the theme of the book.

## Teach:

*Today I am going to teach you...*

...that good readers think about the author's craft in order to understand the story better. Throughout the book, Laurie Halse Anderson draws the reader's attention to the River Jordan. Today, we will be considering how the River Jordan is used as a metaphor throughout literature and the African American culture. Crossing the River Jordan is like crossing over from the land of bondage and slavery to the land of freedom and deliverance. Crossing the River Jordan is the final step from the land of promise to the land of fulfillment.

We are going to begin today's lesson by reading an outside text titled "Crossing the River Jordan." In this text, we will learn how the biblical story of the Israelites crossing the River Jordan is an inspirational metaphor for the American slaves.

As we read this outside text, I will be modeling how I compare the metaphor to circumstances of the main character in the book *Chains*.

Notice how I think about how this metaphor is helping me understand the theme of the book *Chains*.

Today we will be using this stem for turn and talk:

When the article said \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_.



**Begin reading the article "Crossing the River Jordan."**

## Model:



**Stop after:** "The Promised Land: any longed-for place where one expects to find greater happiness or the fulfillment of a promise." (text box 1)

**When the article said** that the Israelites were searching for the Promised Land and that the Promised Land is a place where one expects to have a promise fulfilled, **I was thinking** Isabel is also searching for the Promised Land **because** she is searching for the freedom that was promised to her first by Miss Mary Finch, then by Curzon, and finally by Colonel Regan.

To help me remember this thinking, I am going to write some notes in the margin. I am going to write "Isabel's freedom that was promised to her" next to this text box.

(Model writing notes in the margin of the article.)



## Guided Practice:



**Stop after:** “They also were worried and anxious about the many obstacles that stood in their way.” (paragraph 3)

Isabel is worried and anxious, just like the Israelites were. What are Isabel’s worries?

Turn and talk with your partners using this stem:

When the article said \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_.

(Model writing notes in the margin of the article. Help students connect Isabel’s worries to the symbol of the bees.)

## Guided Practice:



**Stop after:** “Instead of thinking about their fears, they showed strength and courage.” (paragraph 5)

What will Isabel have to do in order to have her promise fulfilled?

Turn and talk with your partners using this stem:

When the article said \_\_\_\_\_, I was thinking \_\_\_\_\_ because \_\_\_\_\_.

(Model writing notes in the margin of the article.)

## Stretch It (Optional):



**Stop after:** “**The River Jordan:** the last obstacle on one’s quest for freedom.” (Text box 2)

Discuss: Based on this metaphor, what do you think will happen next in the story?

## Stretch It (Optional):

**Finish reading the article.** If possible, view the excerpt of Martin Luther King’s last speech found at <http://www.youtube.com/watch?v=o0FiCxZKuv8>.

Discuss: What do you think Martin Luther King’s message is? How might this same message give Isabel hope?

## Link:

*Today and every day when you read...*

...I want you to think about the author’s craft in order to help you understand the story better, and consider how metaphors are used throughout culture to teach a message and provide inspiration.

# Crossing the River Jordan

By Sarah Collinge

Crossing the River Jordan is frequently used as a metaphor in songs and literature to describe escaping slavery by “crossing over” from bondage to freedom.

The metaphor comes from the biblical story that describes the Israelites’ flight from slavery in Egypt. Led by Moses, the Israelites escaped Egypt after nearly 400 years of slavery. They traveled across the Red Sea and through the desert. The Israelites were searching for the **Promised Land**—the land God promised them. In order to enter the Promised Land, the Israelites had to cross the River Jordan.

**The Promised Land:** any longed-for place where one expects to find greater happiness or the fulfillment of a promise.

Even though God had promised this land to the Israelites, many doubted whether God would fulfill His promise. After wandering the desert for 40 years in search of the Promised Land, they worried that God had forgotten about his promise to them. They also were worried and anxious about the many obstacles that stood in their way.

One of the major obstacles was the river itself. When the Israelites arrived at the Jordan River, it was during flooding season. The river was at its highest level. The Israelites doubted whether they would be able to cross the river. God provided a miracle at the River Jordan; He parted the waters so that the Israelites could walk across dry land.

The message in the biblical story is that God *does* follow through with His promises. To cross the River Jordan, the Israelites had to stop worrying—they had to put their trust in God. The Israelites showed that they trusted God when they stopped feeling anxious and afraid. Instead of thinking about their fears, they showed strength and courage.

This biblical story gave the American slaves inspiration and hope. They believed that they could achieve their freedom just as the Israelites did. Slaves recognized that there would be obstacles and hardships but that if they remained faithful, God would fulfill His promise. American slaves gathered strength and courage from the biblical message.

The northern states became known as the American slave’s Promised Land. The Ohio River, which separated the North from the South, became known as the River Jordan.

**The River Jordan:** the last obstacle on one’s quest for freedom.

You can find reference to the Promised Land and the River Jordan in many famous songs, speeches and works of literature.

Consider the significance of the reference to the Promised Land in Martin Luther King’s last speech, when he says,

*We've got some difficult days ahead, but it really doesn't matter with me now because I've been to the mountain top...And I've looked over, and I've seen the Promised Land...So I'm happy tonight, I'm not worried about anything, I'm not fearing any man...*

You can view this speech at <http://www.youtube.com/watch?v=o0FiCxZKuv8>.

**What do you think Martin Luther King's message is?**

## DAY 38, EVIDENCE COLLECTION BOX

### Mini-Lesson

**In this lesson...**you will model using the support of outside text to help students understand the theme of *Chains*. You will model using the information gathered from multiple resources to narrow the focus to one theme or line of thinking for the book *Chains*. At the conclusion of this lesson, students will create an evidence collection box and recall evidence from the text to support a line of thinking.

#### Learning Targets:

Read closely to monitor comprehension (RL 1)

- Infer

Show understanding of theme (RL 2)

Analyze author's craft (RL 4)

- Metaphor

Analyze the meaning of lines within literature (RL 5)

Consider the author's perspective (RL 6)

Gather and categorize information through note taking (W 8)

Draw evidence from the text (W 9)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

...that good readers consider how the author uses a metaphor to communicate the theme of the story.

## Teach:

*Today I am going to teach you...*

...that good readers narrow the focus to one theme or line of thinking when they have reached the end of the second quadrant. Once a theme or line of thinking is chosen, readers focus on gathering evidence to support that line of thinking.

Today, we will look closely at the themes we have brainstormed for the book *Chains* and use new information and details from the text to help us narrow our focus to one theme.

Watch me as I model how I take a look at the themes we have brainstormed so far. Notice how as I read each theme, I consider what text evidence we have to support the theme.

Today we will be using this stem for turn and talk:

I think the author is trying to tell me \_\_\_\_\_. Evidence from the text that supports this theme is \_\_\_\_\_.

## Model:

The first theme that we wrote down on our brainstorm list is “Freedom is worth dying for.”

**I think the author is telling me** that freedom is worth dying for. **Evidence from the text that supports this theme is** that the American soldiers risk their lives for their freedom, and Isabel puts her life in danger when she becomes an informant in the hopes of getting her freedom. I also think the metaphor of the River Jordan, which we learned about yesterday, supports this theme, because in order to cross the River Jordan you have to stop being afraid and show strength and courage.

(Model adding the words “American soldier,” “Isabel,” and “River Jordan” next to this theme on the brainstorm list.)

## Guided Practice:

The second theme that we wrote down is “Everyone deserves freedom.”

What evidence from the text supports this theme?

Turn and talk to your partners using this stem:

I think the author is trying to tell me \_\_\_\_\_. Evidence from the text that supports this theme is \_\_\_\_\_.

(Model adding words that support this theme next to the theme on the brainstorm list. Nudge students to consider that Lady Seymour communicates this theme, as does the Declaration of Independence.)

## Guided Practice:

The last theme we wrote down is “It takes courage to stand up for your freedom.” Yesterday, we learned that it takes both strength and courage. Let’s add the word strength to this theme so that it reads, “It takes strength and courage to stand up for your freedom.”

What evidence from the text supports this theme?

Turn and talk to your partners using this stem:

I think the author is trying to tell me \_\_\_\_\_. Evidence from the text that supports this theme is \_\_\_\_\_.

(Model adding words that support this theme next to the theme on the brainstorm list. Nudge students to consider the metaphor of the River Jordan. Also, remind students that, on page 167, Grandfather told Isabel her scar is “...a sign of strength...The sign of a survivor.”)

## Model:

Today we are going to select one theme to focus on as we read the rest of *Chains*. We have a lot of text evidence to support all three of the themes on our brainstorm list. Did you notice any themes that were similar that we might be able to combine?

I am thinking that two of the ideas—that freedom is worth dying for and that it takes strength and courage to stand up for your freedom—could be combined. I am thinking our line of thinking for *Chains* might be, “To cross the River Jordan to freedom, you have to stop feeling worried or afraid and show strength and courage.”

Do you agree or disagree with my thinking?

Open up your reader’s notebooks to a clean page. Title the page **Evidence Collection Box**. Below the title, write the words “Line of Thinking,” and then copy our line of thinking. Now, draw a big box below your line of thinking. This is where you will record text evidence to support this line of thinking.

What evidence do we have so far?

(Model adding evidence to the evidence collection box.)

## Link:

*Today and every day when you read...*

...I want you to narrow your focus to one theme or line of thinking as you finish quadrant two and begin quadrant three.

The following chart is an example of what your co-created chart *might* look like:

## Evidence Collection Box

Line of thinking:

To cross the River Jordan you have to stop feeling worried or afraid and show strength and courage.

- "The Israelites showed that they trusted God when they stopped feeling anxious and afraid. Instead of thinking about their fears, they showed strength and courage."  
"Crossing the River Jordan" p.1
- Grandfather tells Isabel "A scar is a sign of strength... The sign of a survivor."  
p.167
- Isabel shows courage when she becomes an informant for the Patriots.  
p.67

## DAY 50, SYNTHESIS SUMMARY WRITING

### Mini-Lesson

**In this lesson...**students will synthesize *Chains* in the form of a written summary. Summarizing is more rigorous here than at the end of quadrant one, as students are being asked to synthesize a much larger portion of text. Students will use a frame very similar to the retell summary frame. This frame requires students to retell only the **most** important events and limit the amount of detail used to describe these events. When summarizing the entire book, it is important to include the most important event—the turning point. If this is your students' first time writing a synthesis summary, I recommend completing this writing together as a shared writing. If your students practiced writing synthesis summaries in unit 5.1, they may be ready to do this work in collaboration with others. Students should be expected to produce quality work.

#### Learning Targets:

Determine theme and summarize text (RL 2)

- Synthesis summary

Write an expository piece (W 2)

- Synthesis summary

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)

Apply and use key vocabulary (L 6)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

#### Connect:

*We have been learning...*

... that good readers write in order to monitor their comprehension while reading and get to deeper thinking.



## Teach:

*Today I am going to teach you...*

...that good readers summarize in order to synthesize what they have read and check for understanding. When you synthesize information, you combine all of your thinking to help you understand the book better.

Today you will be using the synthesis summary frame to help you write a summary of the whole book. You are going to be very careful to include only the most important events; the summary should be only eight to twelve sentences long.

You have each already written a retell summary of the first quadrant of the book. You have also collected a great deal of information in your reader's notebooks. Today you will be using that previous work to help you with your synthesis summaries.

Open up your reader's notebooks and title a clean page **Synthesis Summary**. This is a piece of writing that will be graded. You will want to do your best work, making sure your writing looks like fifth-grade writing.

### Introduce the Synthesis Summary Frame.

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-out:

(Have students share their writing with their partners or the class. Partners or classmates should respond to student writing using the stem:

I agree with you because \_\_\_\_\_, OR

I disagree with you because \_\_\_\_\_.)

## Synthesis Summary Frame

Introduction Sentence	<p><i>The book _____, by _____ tells _____.</i></p> <p>This sentence should broadly tell what the whole book is about. This is a one-sentence sum-up.</p>
Body	<p>Tell all of the <b>most</b> important events from the book. Include <b>limited</b> detail. Make sure the turning point is included in your summary.</p> <p>Use transition words such as:</p> <p><i>First, next, then, finally,</i>  <i>First, next, after that, in the end,</i>  <i>In the beginning, then, after that, finally,</i></p>
Conclusion	<p>Your conclusion will reveal the author's message. Use concluding words such as:</p> <p><i>In conclusion,</i>  <i>All in all,</i>  <i>As you can see,</i>  <i>It is true,</i>  <i>I am thinking,</i>  <i>I predict,</i></p>

Adapted from *Step Up to Writing Curriculum* (Auman, 2010)

## Synthesis Summary (Sample):

The book *Chains* by Laurie Halse Anderson tells about a young slave named Isabel who is trying to gain her freedom during the time of the Revolutionary War.

She learns to stop feeling worried or afraid, and instead show strength and courage as she seeks to gain freedom.

At the beginning of the story, Isabel and her sister Ruth are sold after the death of their master. Isabel had been promised freedom by her master and believes she and her sister should be free, but instead they go to live with a merchant family in New York. The Locktons are Loyalists and support the British army.

After Isabel and Ruth arrive in New York, Isabel is told by another slave boy, Curzon, that if she becomes an informant for the Patriots he will help her get her freedom. Isabel passes several messages to the Patriot army, but they are unable to help her get her freedom. Eventually, Isabel and Ruth are separated when Ruth is sold to a family in Nevis, West Indies.

Near the end of the book, Isabel helps the Patriot soldiers who have been imprisoned by the British army. She learns that Ruth was not sold, but sent to Charleston. She rescues Curzon from the prison, and together the two of them cross the river to Jersey. Isabel is finally free. I predict she and Curzon will try to rescue Ruth.

As you can see, it takes strength and courage to find your freedom. Isabel had to stop feeling worried and afraid, and show forgiveness. I am happy that Isabel found her freedom—the right to life, liberty, and the pursuit of happiness!

## Mini-Lessons

**In these lessons...**your students will be practicing expository writing. Students will work on a formal writing project that requires them to go through all phases of the writing process. Documents are given in this lesson to help your students organize and draft their writing. However, you will need to use your own resources for teaching the other phases of the writing process. You will need at least five days for this project.

Suggested Lesson Sequence:

Day 1 – Draft

Day 2 – Continue drafting

Day 3 – Revise

Day 3 – Edit and begin publishing

Day 4 – Continue publishing

Day 5 – Share

To prepare for this assignment, make a copy of the drafting organizer for each student. Students will use the drafting organizer as a scaffold for their first drafts.

### Learning Targets:

Write an expository piece (W 2)

- Literary essay
- Opinion piece (W1)

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

Practice all stages of the writing process, including publishing (W 5, 6)

Recall information and experiences to build and present knowledge (W 8, 9)

Write for an extended period of time (W 10)

Apply and use key vocabulary (L 6)

Present ideas (SL 4, 5, 6)

### Connect:

*We have been learning...*

...that good readers write in order to monitor their comprehension while reading and get to deeper thinking. We have also learned that readers write in order to synthesize and reflect on their thinking.

## Teach:

*Today I am going to teach you...*

...that good readers write in order to share their thinking about a book with someone else. Today we will be starting a formal writing project. We will be writing literary essays in response to the Declaration of Independence and the book *Chains*. The formal writing prompt will give you an opportunity to form your own opinions and support your opinions with evidence from the book.

For our formal writing, we will be working outside of the reader's notebook. We will need to use loose-leaf paper as we go through all stages of the writing process:

- Pre-writing
- Drafting
- Revising
- Editing
- Publishing
- Sharing

**Introduce and hand out the draft sheet. Guide students through reading the introduction to the project and the writing frame. Explicitly state your expectations for the assignment.**

## Scaffold:

(Depending on your students' levels of readiness, you will need to decide whether the assignment will be done as:

- Shared writing—written as a group on chart paper or a document camera while students copy this writing into their reader's notebooks.
- Guided writing—started as a group on chart paper or a document camera and then released to be completed collaboratively or independently.
- Collaborative writing—each student works collaboratively with a partner, but is responsible for his or her own writing.
- Independent writing—completed by the student with limited or no guidance.)

## Share-Out:

(After students complete their writing, have them share their essays with partners or the class. If this were set up as a formal presentation with media support, this activity would meet the requirements of SL 5.)

## **Formal Essay Prompt**

The Declaration of Independence states certain ideals that the founding fathers believed it was important for citizens to uphold, such as liberty and equality. Even though it was written over 200 years ago, this document still has significance in our lives today.

The Declaration of Independence has spirited movements toward equality in the United States including the Women's Rights Movement and the Civil Rights Movement. Without the words of our founding fathers, some of the civil rights that have been passed might never have come to light. That is why the Declaration of Independence is so significant to everyone.

Do you agree with the ideals expressed in the Declaration of Independence? How did reading the book *Chains* by Laurie Halse Anderson help you understand your beliefs?

# Draft 1: The Declaration of Independence

## Paragraph 1: Introduction

The Declaration of Independence of the United States of America states, “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.” I agree/partly agree/disagree with the Declaration of Independence. The book *Chains* by Laurie Halse Anderson helped me understand \_\_\_\_\_

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I believe \_\_\_\_\_

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## Paragraph 2: Body

First, the Declaration of Independence says that all humans are created equal. I agree/partly agree/disagree with this statement because \_\_\_\_\_

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(Share examples from the book *Chains*.)

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(Share an example from life.)

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(Write a concluding statement.)

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Paragraph 3: Body

Next, all humans have the right to be alive and have their basic needs met. I agree/partly agree/disagree with this statement from the Declaration of Independence because \_\_\_\_\_

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(Share examples from the book *Chains*.)

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(Share an example from life.)

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(Write a concluding statement.)

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#### Paragraph 4: Body

Finally, the Declaration of Independence states that all humans should have the right to make choices that bring them happiness. I agree/partly agree/disagree with this statement because

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(Share examples from the book *Chains*.)

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(Share an example from life.)

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(Write a concluding statement.)

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#### Paragraph 5: Conclusion

In conclusion, the Declaration of Independence, signed in 1776, was just the beginning of the fight for freedom for all Americans. I believe \_\_\_\_\_

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Therefore, it is important that the citizens of the United States \_\_\_\_\_

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## Formal Writing (Student Sample): The Declaration of Independence

The Declaration of Independence of the United States of America states, “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.” I agree with the Declaration of Independence. The book *Chains*, by Laurie Halse Anderson, helped me understand that everyone deserves to have freedom and that freedom is worth dying for. I believe we should stay strong and courageous and stand up for our freedom.

First, the Declaration of Independence says that all humans are created equal. I agree with this statement because I believe God created us all to be equal. In the book *Chains*, many of the white people did not believe that slaves were human. They treated them like dolls, puppets, and even farm animals. Isabel was treated like cattle when she had the letter I branded on her skin. Sometimes in life, people are treated differently because of the color of their skin. As you can see, I don’t believe treating someone differently because of his or her skin color is fair.

Next, all humans have the right to be alive and have their basic needs met. I agree with this statement from the Declaration of Independence because no one should be allowed to murder another person. Also, all people should be able to have food, shelter, and clothing. In the book *Chains*, I learned that there were no laws to protect slaves from being mistreated. They could be beaten or even killed. I am glad we have laws that put murderers in prison. I wish everyone could have food, shelter, and clothing. It is clear that people deserve to live.

Finally, the Declaration of Independence states that all humans should have the right to make choices that bring them happiness. I partly agree with this statement because I think everyone should be allowed to do the things that make them happy, as long as it doesn’t hurt someone else. For example, in the book *Chains*, Isabel was not allowed to read. She had to read in secret and she always worried about being caught. I love to read and I don’t think it would be fair for anyone to tell me that I couldn’t read since it doesn’t hurt anyone. In conclusion, people should be allowed to do the things that make them happy, as long as it doesn’t hurt someone else.

In conclusion, the Declaration of Independence, signed in 1776, was just the beginning of the fight for the freedom of all Americans. I believe everyone deserves to have rights such as the right to live and the right to be happy. Therefore, it is important that the citizens of the United States continue to fight for the freedom of all people, no matter the color of their skin.

## Supplementary Materials for Social Studies Connections

Prior to conducting this unit of study in reading, I recommend teaching a social studies unit that introduces your students to what life was like in colonial America and that describes the tension that was building between the colonists and Great Britain prior to the Revolutionary War.

### Some suggested curriculum resources include:

Ennis, E., Johnson, S., Evans, J., & Evans, M. (2008). *History pockets: The American Revolution*. Monterey, CA: Evan-Moor Corp.

Jamestown-Yorktown Foundation. (n.d.). Road to Revolution 1760–1775. Access online at [http://historyisfun.org/pdf/Curriculum-Materials/Road\\_To\\_Revolution.pdf](http://historyisfun.org/pdf/Curriculum-Materials/Road_To_Revolution.pdf)

Kubesh, K., McNeil, N., & Bellotto, K. (2007). *In the Hands of a Child project pack: Life in colonial America*. Coloma, MI: In the Hands of a Child.

McGuire, M.E. (2005). *The struggle for independence in colonial Boston*. Culver City, CA: Storypath.

Nobleman, M. T. (2003). *History pockets: Colonial America*. Monterey, CA: Evan-Moor Corp.

During the unit of study, I suggest continuing to make social studies connections for your students by taking advantage of your students' interest in the historical topics that surround the story *Chains*. There are an incredible number of resources available to you online, in local libraries, and in your community. I encourage you to seek out these resources and possibly even plan a field trip that would extend student learning in these topic areas. I also offer a list of suggested titles to incorporate into your classroom library and teacher library.

### Classroom Library Suggestions:

#### **Revolutionary War:**

Herbert, J. (2002). *The American Revolution for kids: A history with 21 activities*. Chicago, IL: Chicago Review Press.

Landau, E. (2008). *The Declaration of Independence*. New York, NY: Children's Press.

Longfellow, H. W. (1996). *Paul Revere's ride*. New York, NY: Puffin.

Murray, S. (2005). *American Revolution*. DK Eyewitness Books. New York, NY: DK Publishing.

Penner, L. R. (2002). *Liberty!: How the Revolutionary War began*. New York & Toronto: Random House.

Raatma, L. (2008). *African American soldiers in the Revolutionary War*. Portsmouth, NH: Compass Point Books.

Schanzer, R. (2004). *George vs. George: The Revolutionary War as seen from both sides*. Monterey, CA: National Geographic Children's Books.

#### **Slavery:**

Feelings, T. (1995). *The Middle Passage: White ships/black cargo*. New York, NY: Dial.

Kamma, A., & Johnson, P. (2004). *If you lived when there was slavery in America*. New York, NY: Scholastic.

Weatherford, C. B. (2006). *Moses: When Harriet Tubman led her people to freedom*. New York, NY: Hyperion Books.

**Possible Book Club Titles:**

Avi. (1994). *The fighting ground*. New York, NY: Harper Collins.

Brady, E. W. (1993). *Toliver's secret*. New York, NY: Yearling.

Osborne, M. P., & Boyce, N. P. (2004). *Magic Treehouse Fact Tracker #11: American Revolution*. New York, NY: Random House.

Woodruff, E. (1993). *George Washington's socks*. New York, NY: Scholastic.

Woodruff, E. (2010). *George Washington's spy*. New York, NY: Scholastic.

**Teacher Library Suggestions:**

Bigelow, B. (2000). *American Revolution: Primary sources* (1st ed.). Farmington Hills, MI: UXL.

Defoe, D. (2011). *Robinson Crusoe*. Huntington, WV: Empire Books.

Paine, T. (1997). *Common Sense*. Dover Thrift Editions. Mineola, NY: Dover Publications, Inc.

Wheatley, P. (2001). *Phillis Wheatley, complete writings*. New York, NY: Penguin Classics.

**Additional Lessons and Activities**

The following optional lessons and activities are suggestions I am offering you. There is certainly a wealth of materials available, and you may have access to materials or curriculum that is even stronger than what I have outlined here. Feel free to use these ideas, but do not feel limited by them. The most important thing is to listen to your students' questions and offer opportunities for them to answer those questions through extended learning!

## Biography Research Project:

As a suggestion, I am outlining a research project in which students would work in groups of 2–4 to research and present information about one of the noted individuals from the period of American history that is the setting for *Chains*. This person could, for example, be one of the key historical figures mentioned throughout the primary documents used in the book *Chains* or a slave who stands out in history as an inspirational hero.

### People students might research include:

- Abigail Adams
- Benjamin Franklin
- Dred Scott
- Fredrick Douglass
- George Washington
- Harriett Tubman
- Henry “Box” Brown
- John Adams
- John Hancock
- Lucretia Mott
- Nat Turner
- Phillis Wheatley
- Sojourner Truth
- Thomas Jefferson
- Thomas Paine
- William Still

### Depending on who was researched, a final project might include the following information about its subject:

- Full name
- Birthplace
- Places lived
- A brief description of his/her life, including 2–4 facts about his/her early life and 2–4 facts about his/her later life.
- Role in the Revolutionary War and side taken (Patriot/Loyalist)
- Belief about slavery
- Famous accomplishments
- Heroic acts

**Suggested Research Projects:** A variety of projects would be appropriate for this activity, including but not limited to:

- a written research report
- a fictional letter written by the subject of the research to someone else
- a tabletop display that incorporates written text and visual support
- a presentation that utilizes technology, such as a PowerPoint presentation, a brochure, or a video.

**Oral Presentation:** So that students can practice presenting knowledge and ideas as outlined in the Common Core State Standards, I suggest asking them to make an oral presentation of their final

projects to the class. Require students in the audience to take notes during each presentation. Their notes will serve as evidence of their ability to paraphrase information presented orally and through diverse media (SL 2).

## The Legend of Thomas Hickey:

Read about the legend of Thomas Hickey on pages 227–229 of the book *The Peppers, Cracklings, and Knots of Wool Cookbook* by Diane M. Spivey. You can preview this book online for free at [books.google.com](http://books.google.com).

In the opening scene of chapter 15 in the book *Chains*, Ruth has a seizure, which spills a bowl of peas all over the kitchen floor. At the conclusion of that chapter, Isabel bends down to help Ruth pick up the peas. Did Laurie Halse Anderson use this reference to peas as purposeful foreshadowing of the Thomas Hickey hanging? Have students analyze both the legend and chapter 15 and then write a short opinion piece that answers this question using text evidence.

## The New York Fire of 1776:

Read about the dangers of fire in colonial America and the history of firefighting. Learn about bucket brigades, fire gongs, and the first fire brigades. See what colonial “fire-trucks” looked like. Possible resources include the following:

<http://www.history.org/history/teaching/enewsletter/volume7/sept08/firefighting.cfm>

[http://www.infobarrel.com/The\\_History\\_of\\_American\\_Fire\\_Fighting](http://www.infobarrel.com/The_History_of_American_Fire_Fighting)

[http://www.history.org/History/teaching/enewsletter/volume7/images/sept/firefighting\\_notes.pdf](http://www.history.org/History/teaching/enewsletter/volume7/images/sept/firefighting_notes.pdf)

[http://lishfd.org/History/firefighting\\_in\\_colonial\\_america.htm](http://lishfd.org/History/firefighting_in_colonial_america.htm)

Read additional facts about the New York City fire. Possible resources include the following:

<http://www.u-s-history.com/pages/h1274.html>

<http://pbskids.org/bigapplehistory/early/topic13.html>

## Art Connection:

Study a work of art that depicts the Great Fire of New York or the pulling down of the statue of King George III. For example, see *Representation of the Terrible Fire at New York* by André Basset and *Pulling Down the Statue of George III* by William Walcutt, both of which can currently be seen at <http://pbskids.org/bigapplehistory/early/topic13.html>.

Look carefully at the images.

- Make a list of the colors you see in the artwork. How does the artist use color to draw us into the picture?
- How many people are in the picture, and what are they doing?
- Where is the scene? What is the time of day?
- Describe what is happening in the foreground (closest to us).
- Describe what is happening in the background (furthest from us).
- Write a caption or an accompanying news article for the piece of artwork.

## What Was the Slave Trade?:

The Colonial Williamsburg website offers a wealth of materials for supporting your study of colonial America. One activity you may want to use in conjunction with this unit of study has students look closely at slave trade during the years 1450–1870. Students analyze a map of the transatlantic slave trade. As an extension to this lesson, students will also learn what types of labor slaves performed throughout the various regions of slavery. This lesson can be found at:

[http://www.history.org/History/teaching/eft/slavetradesample/images/SlaveTrade\\_SampleLesson.pdf](http://www.history.org/History/teaching/eft/slavetradesample/images/SlaveTrade_SampleLesson.pdf)

## Music Connection—Spirituals:

Negro spirituals helped slaves get through the hardships of slavery and injustice. Oftentimes, spirituals referenced the biblical story of the Israelites, the River Jordan, and the Promised Land.

Study the following Negro spirituals to find the symbolic and metaphoric connections to *Chains*:

“Go Down Moses” (can be found at <http://ctl.du.edu/spirituals/freedom/source.cfm>)

“Slavery Chain” (can be found at [http://www.negrospirituals.com/news-song/slavery\\_chain.htm](http://www.negrospirituals.com/news-song/slavery_chain.htm))

Also, listen to the song “Cross that River” by Allan Harris (go to <http://www.crossthatriver.com/Site/MP3s.html>), and analyze the lyrics found on page 6 of the following PDF: [http://www.statetheatre.org/media/pdfs/keynotes\\_cross\\_that\\_river.pdf](http://www.statetheatre.org/media/pdfs/keynotes_cross_that_river.pdf)

Have students write their own Negro spirituals or poems.

# Vocabulary Handbook

## *Chains*

by Laurie Halse Anderson

Name: \_\_\_\_\_

	WORD PART	MEANING	PART OF SPEECH
a-	prefix	from, away, away from	
ab-	prefix	from, away, away from	
-able	suffix	able to, can be done	adjective
-ade	suffix		noun or verb
-age	suffix		noun
-an	suffix	like, resembling, similar to	noun
-ance	suffix		noun
ant-	prefix	before, prior to	
-ant	suffix	person who	noun
ap-	prefix	from, away, away from	
apo	Greek combining form	away from, separate	
archy	Greek combining form	govern, rule	
-ate	suffix		adjective
-ate	suffix	to do, to make	verb
cap	Latin root	to take, to receive	
cata	Greek combining form	down, under	
ceal	Latin root	to hide, hidden	
cess	Latin root	to be in motion, to go away	
cid	Latin root	to fall, to befall	
clypt	Greek combining form	cover, hide, conceal	
co-	prefix	together, with	
com-	prefix	together, with	
con-	prefix	together, with	
cor-	prefix	heart	
cracy	Greek combining form	to govern, to rule	
cur	Latin root	to care for, to give attention to	
de-	prefix	completely	
de-	prefix	down	
de-	prefix	opposite of	
demn	Latin root	to harm, to punish	
demo	Greek combining form	people, population	
dent	Latin root	tooth, teeth	
dict	Latin root	talk, speak, declare	
dign	Latin root	worthy of respect	



-ed	inflectional ending		past tense verb
-ed	suffix		adjective
em	Greek combining form	in, inward	
emp	Latin root	to take, to take up	
-en	suffix		adjective
-ence	suffix		noun
-ent	suffix		adjective
-er	suffix	a person that does something	noun
-ery	suffix	denoting occupation or business	noun
ex-	prefix	out, upward, complete, remove from	
fect	Latin root	to make, to do, to build	
fic	Latin root	to make, to do, to build	
fore-	prefix	before	
fort	Latin root	bravery, power, strength	
front	Latin root	forehead, brow	
fuge	Latin root	drive away, flee, run away	
-ful	suffix	full of	
gen	Latin root	line of descent, origin	
gno	Latin root	know, learn, discern	
grade	Latin root	walk, step, move around	
gress	Latin root	walk, step, move around	
habit	Latin root	dwell, live	
hum	Latin root	human beings, mankind	
-ible	suffix	able to, can be done	adjective
-ic	suffix		adjective
-ice	suffix		noun
im-	prefix	not	
in-	prefix	not	
in-	prefix	in, into, within	
-ish	suffix		verb
-ism	suffix	belief in, practice of	noun
-ist	suffix	one who believes in, one who is engaged in	noun
-ity	suffix		noun

-ive	suffix		adjective or noun
-lative	suffix	bear, carry	
-le	suffix	little, small	noun
liber	Latin root	free	
luxur	Latin root	excess, abundance	
-ly	suffix		
mal	Latin root	bad	
-ment	suffix		noun
merg	Latin root	to dip, immerse, plunge	
mirac	Latin root	to wonder at, wonder, cause to smile	
mit	Latin root	let go, sent	
mon / mono	Greek combining form	one, alone, single	
monu	Latin root	warn, remind, advise	
-mony	suffix		noun
mors	Latin root	bite, biting	
nat	Latin root	born, birth	
-ness	suffix		noun
noc	Latin root	injure, hurt	
oleo	Latin root	to destroy, to die out	
omen	Latin root	to indicate something is going to happen	
optim	Latin root	best, exceptionally good	
-or	suffix	person who	noun
-ous	suffix		adjective
pac	Latin root	peace	
par	Latin root	to get ready, to prepare	
pass	Latin root	suffering, feeling, enduring	
pathy	Greek combining form	feeling, perception	
pend	Latin root	weight, to cause to hang down	
per-	prefix	through, across, over	
persever	Latin root	continue, persist	
pessim	Latin root	bad, worst	
ple	Latin root	fill, full	
plic	Latin root	to fold, bend, curve	
plu	Latin root	more, many	

poss	Latin root	power, strength, ability	
pre-	prefix	before	
preci	Latin root	prize, reward, value	
prehens	Latin root	reach, attain, hold	
priv	Latin root	belonging to an individual, not for the public	
pro-	prefix	before, forward	
prov	Latin root	upright, good, honest	
re-	prefix	back, again	
reg	Latin root	to direct, to rule	
render	Latin root	to give back, restore	
rupt	Latin root	break, tear	
-s	inflectional ending		plural noun
sati	Latin root	enough	
se-	prefix	by itself, aside, apart from	
seri	Latin root	important	
serve	Latin root	to watch, to keep safe	
-sion	suffix		noun
solen	Latin root	be accustomed	
spec / spect	Latin root	to see, look at, behold	
sper / spair	Latin root	hope	
spirat	Latin root	breath of life, mind, soul	
stereo	Greek combining form	solid, firm, hard	
stroph	Greek combining form	turn, twist, bend	
struct	Latin root	to build	
sub-	prefix	under, below, beneath	
sur-	prefix	on top, over, higher	
sym	Greek combining form	with, together	
termin	Latin root	end, last	
testi	Latin root	witness, one who stands by	
-tion	suffix		noun
tonous	Greek combining form	sound	
type	Greek combining form	an impression, a mark	
un-	prefix	not	
-ure	suffix		verb
vid	Latin root	see	

vinc	Latin root	conquer, overcome	
viol	Latin root	force, injure, dishonor	
vive	Latin root	life, alive	
-y	suffix		adjective

## Vocabulary: Making Connections

Target Word:

# informant

Context:

“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.” (informant is inferred in the blurb)

What it is...

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What it is not...

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I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

## Vocabulary: Contrasts

### Context:

“Does your battle for liberty entitle you to search through the private linens of a lady?...  
I shall guard my dignity day and night.” (p. 32)

“I was already forgotten, dismissed...the outline of her palm and fingers still burned on my skin.”  
(lowliness is inferred, p. 33)

### Target Words:

## dignity vs. lowliness

What it is...

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What it is...

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I'll remember this word by:

I'll remember this word by:

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