

Name: Example

Date: _____

Homeroom: _____

Class: _____

Chains (1-12) "It's the truth"

Lesson Objective: Understand the relationships and interactions between white colonists and slaves.

3min (to start) **Do Now**
Read Silent Solo → Read Aloud + define terms

Directions: Read the following adapted excerpt from a Q&A with the author of *Chains*, Laurie Halse Anderson. You'll find key terms from your Knowledge Organizer defined below to support your understanding.

Q: How many slaves lived in America at the time of the Revolution?

A: When the American Revolution¹ broke out [in 1776], about 2.5 million people of European and African descent were living in America.

The war came after decades of increased immigration across the Atlantic Ocean. About 150,000 Europeans journeyed to America between 1700 and 1775 [to become colonists]. About 100,000 more chose to come as indentured servants². In the same time period, nearly 300,000 Africans were kidnapped and shipped to the colonies to work as slaves.

On the eve of the Revolution, one in five people—20 percent of the population—was a slave: approximately 500,000 people. Most of them were held in bondage in the southern colonies, but slaves were owned by everyone from farmers in Albany, New York, to shipbuilders in Newport, Rhode Island, to bakers in Philadelphia, Pennsylvania, to merchants in Boston, Massachusetts.

¹American Revolution: the war in which the American colonies won independence from Great Britain

²indentured servants: men and women who signed a contract agreeing to work for a certain number of years

4min **Q1-Q2** Start Silent Solo → Turn and Talk **3min** Stamp **Q1**

1. What is the difference between an indentured servant and an enslaved person?

indentured servant - chose to come work for a certain number of years, European

enslaved person - kidnapped/forced to work, "owned"

2. This text mentions three groups coming to America between 1700 and 1775: white colonists, indentured servants, and African enslaved people. Which was the largest group? Which was the smallest? Does this surprise you at all? Why or why not?



150,000 white colonists

100,000 indentured servants

300,000 enslaved people - largest group

4 min roll out

Vocabulary: Peculiar, Blurt

Word	Definition	Related Parts of Speech	Situations	Image
<p>CR</p> <p>peculiar adjective</p>	<p>RA</p> <p>different from what is <u>usual</u> or <u>normal</u></p>	<p>CC</p> <p>peculiarity noun</p>	<p>What is peculiar about his choice?</p> <p>My uncle is a peculiar man who refuses to wear a coat, even in the coldest weather.</p> <ul style="list-style-type: none"> _____ _____ _____ 	<p>complete this sentence: The second man is peculiar because...</p> 
<p>CR</p> <p>blurt verb</p>	<p>RA</p> <p>to say something <u>suddenly</u> and <u>without thinking</u></p>	<p>CC</p>	<p>I blurted out the answer without raising my hand.</p> <ul style="list-style-type: none"> _____ _____ _____ 	

When are you most likely to blurt out something in class?

How does this image connect to the meaning of the word blurt?

6 min

Vocabulary Active Practice

As we apply our new word knowledge, be sure to use the vocabulary word in your answer!

Turn + Talk / no debrief

1. Have you ever blurted something out without meaning to? What did you blurt out? Why?

Turn + Talk / share out

2. When you see something peculiar, do you stop and stare? Why or why not?

skip

3. Imagine you blurted something out in class. What would most likely happen next?

Take Hands

4. If your friend came to school wearing a peculiar outfit, what might you blurt out? How might you feel afterward?

skip

5. The book and movie *Miss Peregrine's Home for Peculiar Children* is about children with powers like flight, super strength, and mind reading. Why would these children be considered peculiar?

Silent Solo / pre call

6. What emotions would make you most likely to blurt something out? Why?

anger

excitement

frustration

SAY: Excited to introduce our new novel chains by LHA.

KD - set in 1776 the year the 13 colonies

declared independence from Great Britain and fought a war to become the United States.

Pages 3-4

Innovation Task

Narrator: Isabel, enslaved girl who lives w/ her little sister, Ruth. Their enslaver, Miss Mary Finch has just died and Isabel must figure out what to do next.

As we read pages 3-4, note any observations about characters and their relationships to one another in the chart below.

Turn + Task
Jot notes in chart

Character	Notes
Isabel	narrator, wants to speak with ghosts
Ruth	little sister, peculiar
Mister Roberts	Miss Mary Finch's nephew, inheriting her things "filled with trouble"
Miss Mary Finch	deceased

4min

silent solo → Show call

2. Complete the following sentences based on p. 4:

○ Isabel asks to run ahead because (to the graveyard) she has family buried there
and hopes to speak with them (Why?)

challenge/early finishers

○ Isabel asks to run ahead, but _____

○ When Isabel asks to run ahead, Mr. Roberts agrees in a
Frustrated/impatient way (When she does this, what happens?)

Pages 4-7

Annotation task

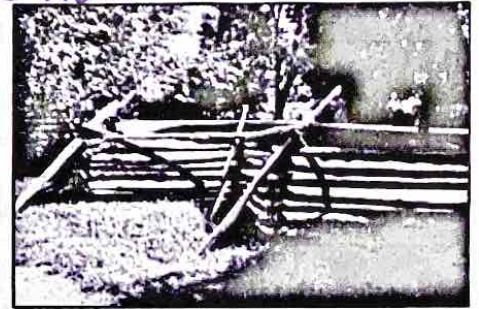
continue to underline evidence that helps us understand characters and their relationships

↳ After reading,

Turn + Task to add 1-2 new notes to chart on p. 4

3. Reread this line from p. 4:

I hurried past the stone fence that surrounded the white graveyard to the split-rail fence that marked our ground.



a. **Turn and Talk:** Where is Momma? Why? **stamp 1 correct answer**

Momma is buried in a graveyard for enslaved people because she died of smallpox one year earlier

b. What differences do you notice in the two graveyards described in this section? Challenge: What might these differences represent or symbolize? **Silent solo - initial impressions / what are we starting to**

- white graveyard - stone fence see
- "our ground" (graveyard for enslaved people)

split-rail fence, Momma has no permanent headstone

challenge: may represent racial distinctions at the time shows how each group is valued/respected

⊗ If students struggle, stamp + move on

Stamp: Momma is buried in a different place than Miss Mary Finch because she was enslaved

4. Consider the names and titles used in both the narration and dialogue.

- In this chapter, we meet Pastor Weeks, Mr. Roberts, Miss Mary Finch, and Old Ben.
- On the gravestone Isabel imagines for her mother, she plans to write "Dinah, wife of Cuffe, mother of Isabel and Ruth."

• Isabel calls Mr. Roberts and Pastor Weeks "sir," but Mr. Roberts calls Isabel "girl."

Turn + Talk

(no notes) share out 1-2 impressions (no stamp)

What "rules" do you notice about the names and titles used at this time? What do those names and titles communicate?

titles (Pastor, Miss, Mr.) show respect (sir)

first names/nick names/"girl" - less respect,

used for enslaved people

5. There are four different mentions of mist in these pages. What do you notice about these descriptions? Why do you think the mist is mentioned so often?

CC students to reread

- The morning mist twisted and hung low over the field.
- I stared without blinking at the mist, looking for the curve of her back or the silhouette of her head wrapped in a pretty kerchief.
- "Please, Momma," I whispered urgently. "I need your help." I squinted into the ash grove, where the mist was heaviest.
- The sun had popped up in the east like a cork and was burning through the morning mist.

3min

90s

Silent Solo - first ideas, Turn + Talk → pre-call to launch discussion
 Isabel wants to speak to Momma and she references the mist anytime she's looking for her/waiting for her

may represent: spirit world, unknown/mysterious, possibility of Momma, openness to ghosts/spirits

Additional Insights Revise after discussion, include an idea you heard 3min

The mist may be mentioned often in these pages because it represents the possibility of Isabel communicating with Momma and the spirit world.

BPG: What is Isabel trying to do? (get Momma's help)
 * Reread opening sentence ("The best time to talk to ghosts is just before the sun comes up") - how might this connect to the idea of morning mist? (morning mist only appears before sun)

What happens to the mist as the sun rises? What might this represent?

mist burns away/disappears

Pages 8-11: On Your Own **FASE**

Annotation Task As you read pp. 8-11, underline any evidence that helps you understand the conflict between Isabel and Mr. Roberts.

Read Aloud

Manumission refers to the voluntary¹ freeing of an enslaved person by their master. Masters occasionally freed their own enslaved people as a reward for good deeds and hard work; sometimes enslaved people were also set free in a master's will², perhaps the work of a guilty conscience. While these acts of kindness were not completely unseen in colonial America, they were very rare. Manumission did increase in the spirit of the Revolution, but it was still infrequent.

What is manumission?

¹voluntary: done or given by free choice

²will: a legal document that distributes property and money after death

1 min each

6. Use the novel and details from the passage above to answer both questions below.

Turn + Talk each question separately *How does the idea of manumission apply here?

- Did Isabel have reason to believe she and Ruth should be free?
- Why might Mr. Roberts feel differently?
- Include the word manumission in your response.

Silent Solo to write response → precall to launch discussion

3 min Isabel believes she and Ruth should be free because Miss Mary Finch included their freedom in her will.

This action is called manumission and it happened sometimes during this time period.

Mr. Roberts believes the girls are his property because he was Miss Mary Finch's only relative. He thinks Isabel is lying (or even if she is telling the truth, no one will believe her or care) and he wants to sell Isabel/Ruth to make money.

silent solo revision → show call

Revision * Revise into one sentence, begin with "Even though"

4 min Even though Miss Mary Finch gave Isabel and Ruth their freedom through manumission, Mr. Roberts plans to sell them.

↳ claims they are his property and

BPO why doesn't Mr. Roberts believe Isabel? Who has power in this situation? What is unusual about Isabel?

7. A flashback is scene that interrupts the chronological sequence by recalling a previous event. Reread Isabel's flashback to the day Momma, Ruth, and she were sold to Miss Mary Finch and separated from her father (pp. 11-12).

Poppa fought like a lion when they came for him, the strongest lion, roaring; it took five of them with hickory clubs, and then Momma fainted, and I caught baby Ruth just in time and there was lion's blood on the ground like the very earth was bleeding, and we left there, we three in Miss Mary Finch's wagon, and everything in the world was froze in ice for near two years after that.

Turn + Talk → share out

a. Why might Isabel have narrated this flashback on p. 11?

- remembering when her family was split / Poppa sold b/c Mr. Roberts planning to sell her/Ruth
- afraid of being separated again
- powerless

silent solo - ~~answers~~ share out 1-2 ideas

*skip for pacing if needed → prioritize Q&A

b. Why might Isabel have compared her father to a lion in this excerpt? In contrast, on p. 12, why might she say, "I could not even mew like a kitten"?

Poppa - strong, fierce, fought back
Isabel feels helpless/powerless

c. **Challenge** In the original excerpt, the narration relies on one long sentence. If the author had used simple sentences instead of a run-on sentence, it would sound like this:

Poppa fought like a lion when they came for him. He was the strongest lion, roaring. It took five of them with hickory clubs. Momma fainted. I caught baby Ruth just in time. There was lion's blood on the ground like the very earth was bleeding. We left there, we three in Miss Mary Finch's wagon. Everything in the world was froze in ice for near two years after that. (pp. 11-12)

How is this version different? Why might Anderson have chosen to use a run-on sentence?

skip

8. Think back to this moment from p. 5:

Read Aloud

I knelt down and set the violets on the grave. "It's here, Momma," I whispered. "The day you promised. But I need your help. Can you please cross back over for just a little bit?"

I stared without blinking at the mist, looking for the curve of her back or the silhouette of her head wrapped in a pretty kerchief. A small flock of robins swooped out of the maple trees.

"I don't have much time," I told the grass-covered grave. "Where do you want us to go? What should we do?"

[Turn + Talk] - share out/stamp

a. Isabel tells Momma, "It's here." What is she referring to? Explain.

"it" = day Momma told her to get ready for, when she would become free with Ruth and make her own life

silent solo → discuss

b. Why might Isabel have been so desperate for Momma's help on this day? Challenge: If Momma were alive, do you think the outcome of the day might have been different? Why or why not?

Isabel wants Momma's help because she is trying to do something important and difficult: claiming her freedom and creating a new life for herself and her sister.

challenge: Mr. Roberts would still probably have refused to listen to an enslaved woman (even an adult)

BQ: What is Isabel hoping to do?

Why might she wish for Momma's help?

* Reread p. 8 ("This was the moment... Momma promised would come")

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silent solo

Exit Ticket

* can use
KO

1. These details describe three interactions between Isabel and white colonists in this section:

- I stood up proper, the way I had been taught - chin up, eyes down.
- I planted my feet firmly in the dirt and fought to keep my voice polite and proper.
- "But, Mr. Cornell— "I started. "Shut your mouth!" he snapped.

Is this typical or atypical of interactions between enslaved people and white colonists? Explain.

This is typical because enslaved people were expected to be respectful to white colonists. An enslaved person had no power/authority.

2. Given this, what is surprising about Isabel's exchange with Mr. Roberts? Consider the meaning of the word blurt.

"It's the truth," I blurted out.

"I said, silence!" Mr. Robert yelled.

Even though Isabel is supposed to remain silent and respectful, she is so angry/frustrated/overwhelmed that she loses control.

→ at the idea of losing her freedom