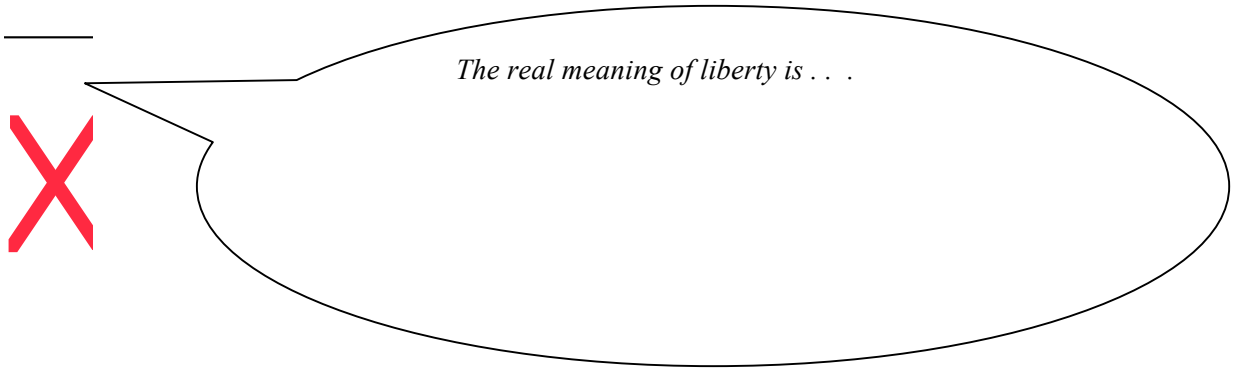
1. Create simple sketches, like the one below, for Elihu Lockton, Curzon, and Isabel. Add a large speech bubble to each character (include enough room to write a paragraph). Write the words, "The real meaning of liberty is . . ." at the top of each speech bubble. Then, do the following:
   - Finish the opening sentence from the perspective of the character. (1a)
   - Support your claim with examples or evidence from the text. (Note: You may want to reread pgs. 89-90, 267-269, and the primary source quotes on pgs. 48 + 270). (1b, 1c, 1d, 4)
   - Provide a concluding statement that summarizes your position. (1e)



Writing Standards for Literacy in History/Social Studies met in this prompt:

1: Write arguments focused on discipline-specific content.
a. introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. establish and maintain a formal style.
e. provide a concluding statement or section that follows from and supports the argument presented.

4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and an audience.

2. Reread CHXIV. Then write a speech that the mayor might have delivered the following day urging Loyalists to support the assassination of General George Washington. Include the following:
   - a strong introduction where you state your position that Washington must be killed. (1a)
   - a defense of your position. Incorporate examples and at least one quote from the text. (1b, 1c, 1d, 4)
   - an acknowledgement of the opposing view and a rebuttal of that view. (1a)
   - a strong conclusion that restates your position. (1e)

Writing Standards for Literacy in History/Social Studies met in this prompt:

1: Write arguments focused on discipline-specific content.
a. introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
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d. establish and maintain a formal style.
e. provide a concluding statement or section that follows from and supports the argument presented.

4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and an audience.

3. The *Great Fire* of September 21, 1776, devastated New York City. Reread Isabel's account of the fire in Chapter XXI and conduct some additional research about the fire and its impact on the city and on the British occupation (use at least two credible sources). Then create a Real Estate Brochure advertising vacant land in the city. Your brochure should be in your own words and should include the following:
   - an introduction where you preview the information that will be in your brochure. (2a, 4)
   - at least one paragraph with concrete details about the fire. (2b, 2d, 2e, 4, 7)
   - an integrated quote about the fire or its aftermath (from *Chains* or from outside source). (2b, 7)
   - your guess as to how the fire started. (2c, 9)
   - an analysis of whether the fire helped or hindered the British occupation. (2c, 9)
   - ideas for what the buyer might do with the land. (2c)
   - a simple map of New York City showing where vacant land is available. (2a)
   - a standard citation of the sources you used in your research. (7, 8)

Writing Standards for Literacy in History/Social Studies met in this prompt:

2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g.,charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and an audience.

7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

9: Draw evidence from informational texts to support analysis, reflection, and research.

4. The Dunmore Proclamation of 1775 offered freedom to slaves of Patriot masters who escaped and joined the Loyalist army. Conduct some additional research on the Dunmore Proclamation (consult at least 2 credible sources). Then create a Proclamation Flyer to secretly distribute among slaves. Include the following:
   - an introduction where you explain what a proclamation is and who Lord Dunmore is. (2a)
   - a paragraph with at least 3-5 concrete details and facts about the Proclamation. (2b, 2d, 2e, 4, 7)
   - an analysis of what might happen if large numbers of slaves escape and join the Loyalist side. (9)
   - a simple illustration.
   - a concluding statement urging slaves to act swiftly. (2f)
   - a standard citation of the sources you used in your research. (8)

Writing Standards for Literacy in History/Social Studies met in this prompt:

2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g.,charts, tables), and multimedia when useful to aiding comprehension.

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9: Draw evidence from informational texts to support analysis, reflection, and research.

5. Laurie Halse Anderson uses primary source quotes to introduce each chapter. Reflect on how these quotes add to the development of *Chains* by completing this graphic organizer:

Primary Source Quote	What the quote means *in my own words*.	Why I think the author chose this quote for this chapter.
YOUTH IS THE SEED TIME OF GOOD HABITS, AS WELL IN NATIONS AS IN INDIVIDUALS. Thomas Pain (CHI)		
THE PEOPLE OF [of New York] … ARE MAGNIFICENT; IN THEIR CARRIAGES, WHICH ARE NUMEROUS, … IN THEIR PRIDE AND CONCEIT, WHICH ARE INIMITABLE …. IN THE WANT OF PRINCIPLE, WHICH IS PREVALENT, AND IN THEIR TORYISM, WHICH IS INSUFFERABLE. Henry Knox (CHX)		
I WAS WHOLLY INCAPABLE OF TAKEING THE PLACE SHE [HER MAJESTY] SEEMED TO ASSIGN ME … I SUPPOSE SHE ASSENTED TO THE ASSERTIONS … THAT THERE WERE NO PEOPLE WHO HAD SO MUCH IMPUDENCE AS THE AMERICANS … THIS WAS BECAUSE THEY DID NOT TREMBLE, CRINGE, AND FEAR, IN THE PRESENCE OF MAJESTY.Nabby Adams, CHXLI		
EVERYTHING THAT IS RIGHT OR REASONABLE PLEADS FOR SEPARATION. THE BLOOD OF THE SLAIN, THE WEEPING VOICE OF NATURE CRIES 'TIS TIME TO PART' Thomas Paine, CH XLV		

Reading Standards for Literacy in History/Social Studies met in this prompt:

Key Ideas and Details

1, Cite specific textual evidence to support analysis of primary and secondary sources.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5. Describe how a text presents information.

6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

9. Analyze the relationship between a primary and secondary source on the same topic.

6. The word "chains" appears five times in the book. Reread the following quotes carefully.

> *"The beast has grown too large, "the mayor said. "If it breaks free of its chains, we are all in danger. We need to cut off its head." (CHXIV)*
>
> *"They took me to the dungeon under City Hall to await my trial.. . . Some prisoners hollered in panic and tried to pull their chains from stone walls. . . . I said not a word." (CHXXII)*
>
> *"He [Captain Campbell] couldn't take me. He would not. I was chained between two nations. . . . I was a ghost tied to the ground, not a living soul." (CHXXIX)*
>
> *"She cannot chain my soul. Yes, she could hurt me. She'd already done so. But what was one more beating? A flogging, even? I would bleed, or not. Scar, or not. Live, or not. But she could no longer harm Ruth, and she could not hurt my soul, unless I gave it to her" (CHXXXVIII)*
>
> *"I'd heard of other slaves who bought their freedom . . . It would never happen. Madam would not allow it. She was set on keeping my arms and legs dancing to her tune and my soul bound in her chains" (CHXLI)*

Now answer these questions.

a. Explain the use of the word "chains" in each quote. Does the author use the word literally or figuratively?
b. From the author's point of view, how are the following characters "chained"? Isabel, Curzon, Lady Seymor
c. Why do you think that the author titled the book *Chains*? Do you think that it is the best title for the book? Why or why not?

Reading Standards for Literacy in History/Social Studies met in this prompt:

Key Ideas and Details

1, Cite specific textual evidence to support analysis of primary and secondary sources.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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